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ABSTRACT

This packet of lessons focuses on the transition from a legacy of central planning to a market orientation in the economic systems of Central and Eastern Europe, the newly independent states of the former Soviet Union, and China. These lessons seek to provide high school teachers with a well-informed approach to teaching about this transition. The lessons emphasize the complex texture of events and the regional distinctions found among the transition economies. The materials also highlight findings about certain conditions that seem crucial to economic reform and introduce economic concepts that teachers and students can use to describe and explain the successes and the failures of economic change. The ten lessons include: (1) "The Legacy of Soviet Communism"; (2) "Different Paths to Reform: Case Studies of Poland, China, and Russia"; (3) "Political and Economic Freedoms"; (4) "How To Privatize?"; (5) "Monopoly Is Not Just a Game"; (6) "Why Trade?"; (7) "Why Middlemen Matter: The Role of Financial Institutions in a Market Economy"; (8) "Resisting the Siren Song of Inflation"; (9) "Brother, Can You Spare a Ruble?"; and (10) "Distribution of Income: Different Ways to Slice the Pie." The appendix contains selected world development indicators for the regions under study. (EH)

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From Plan to Market

Teaching Ideas for Social Studies, Economics, and Business Classes

ED 425 107

SO 029 507

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The Economics America[illegible] Economics[illegible]

From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes

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THE EconomicsAmerica AND EconomicsInternational PROGRAMS

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✓ Select this document for RIE. Check all reasons that apply.

- ✓ Meets scope criteria
- ✓ Instructional materials
- ____ Primary source
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Good teachers look outward, striving to understand events in the world so that they can incorporate analyses of them into their lessons and courses. The task of looking outward to keep pace with events has never been more important than it is today. As we approach the 21st century, we see people throughout the world engaged in new efforts—virtually unthinkable only a short while ago—to democratize their governments and modernize their economic systems. These efforts have not gone uncontested, and it is too soon to say what their long-term effects will be; but their potential for unleashing human energy and talent—in about one-third of the world's population—is enormous.

From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes (hereafter, *From Plan to Market*) focuses on one line of events now unfolding in this dynamic global context: the transition from a legacy of central planning to a market orientation in the economic systems of Central and Eastern Europe, the newly independent states of the former Soviet Union, and China. *From Plan to Market* seeks to provide high school teachers with a well-informed approach to teaching about this transition. Drawing on data and analyses from the World Bank's *World Development Report 1996*, *From Plan to Market* emphasizes the complex texture of events and the regional distinctions found among the transition economies. At the same time, it highlights findings about certain conditions that seem crucial to economic reform. And it introduces economic concepts that teachers and students can use to describe and explain the successes and the failures.

The teaching task looks challenging. The places in question are far away; the technical problems that loom large in transition efforts will be unfamiliar to most U.S. high school students; and the ideas that come into play in the proposed lessons may also be unfamiliar, deriving as they do from a disciplinary perspective, not from everyday understanding.

We hope that teachers will not be daunted by the challenges and that they will find *From Plan to Market* useful in helping their students grapple with complex ideas. During their last year in high school or shortly thereafter, these same students will become eligible to vote in elections in which trade and fiscal policies, for example, may be crucial issues. They will go on to live lives mediated by a legal system and a set of financial institutions that bear directly on their own country's capacity to sustain and develop its tradition of modernity. In other words, the problems and issues that become salient in the study of transition economies have important analogues at home—where they may be taken for granted and may therefore be difficult to hold in mind. We continue to regard these domestic issues as matters of public policy, to be shaped and voted up or down by members of an informed electorate. In their ongoing efforts to prepare young people for this civic role, our teachers can only be helped by instructional materials that underscore the worldwide significance of the ideas at stake.

The development of this publication was undertaken as part of the International Education Exchange program funded by the United States Department of Education, Office of Educational Research and Improvement. The National Council extends its appreciation to the Department of Education and, in particular, OERI program officer Dr. Ram Singh, for support of the program.

We are grateful that the United States Congress has continued to realize the need for economic education in the emerging market economies and the vision to see how international exchange programs such as this could benefit U.S. students and teachers.

Thanks also to the World Bank, producer of the *World Development Report*, for allowing us to include materials from the 1996 *Report* in this publication.

Patricia K. Elder
Vice President, **Economics**International
National Council on Economic Education

In *World Development Report 1996: From Plan to Market*, the World Bank points out that between 1917 and 1950 countries containing one-third of the world's population seceded from the market economy and launched an experiment in planned economic systems. A massive effort was made to centralize control of production and allocate resources through central planning in Russia, Eastern and Central Europe, the Baltics, and China. By 1989, the experiment had failed. Recognition of the failure set in motion an unprecedented transformation as the nations previously committed to command systems tried to change course, rebuild markets, and reintegrate themselves into the world economy. While each of these nations sought similar economic goals, the paths they took were quite different.

American students can benefit greatly from studying the changes now taking place in the transition economies. Abstractions about the importance of economic freedom, property rights, market allocation processes, and the importance of international trade take on new meaning when they are referenced to the activity of contemporary nations striving to solve real problems. What is the legacy of the planned economies? What forms of privatization are being tried? What is the social cost of transition? These and other questions addressed in *From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes* serve as critical links between the World Bank publication and the classroom.

From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes provides a set of ten lessons designed for use in high school social studies and business education courses. The lessons present activities that are engaging for students and practical for teachers; they are especially suitable for use in United States history, world history, high school economics, and international business courses. While teachers are encouraged to use the lessons in the context of the 1996 report, the lessons also can be used independently.

From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes is organized in a convenient manner for teachers. Each lesson includes an introduction, a brief lesson description, detailed teaching procedures, assessment tools including multiple choice items and essay questions, and a suggestion for a student project. Each lesson is linked to the National Council on Economic Education's *Voluntary National Content Standards in Economics* (1997). The complete *Standards* includes 20 economics content statements, each representing an essential principle of economics that students should know, plus benchmark statements. The benchmarks stress particular concepts underlying the more general principles expressed in the content standards. In *From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes*, each lesson refers to one or more of the standards and benchmarks. Teachers who wish to do so can use these references to note the relationship between a given lesson and the *Standards*.

One final introductory note: many countries throughout the world are engaged in efforts to transform their economies from systems of state planning to systems of market control. In this global context, the scope of problems is enormous, and responses to the problems are subject to change as political developments evolve. *From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes* addresses these problems primarily by reference to examples from Eastern Europe and the former Soviet bloc. Some attention is directed to examples from Asia, but we have not attempted here to present a comprehensive, world-wide analysis.

The Legacy of Soviet Communism

Introduction

The Communist Party took political control of Russia in 1917. Seventy-five years later the Soviet program of Communist Party control collapsed, and people in Russia and the other nations of the Soviet bloc sought to implement policies of market reform. On balance, the record of those 75 years is dismal. The Soviet system did promote growth in output and modernization in many industries, and it mitigated the extreme disparities in income that had existed under Czarist rule. Politically and militarily, moreover, Russia became a super power under Soviet rule. But the planned economies controlled by Soviet communism were inefficient, and they led to new forms of inequality, resulting in widespread human suffering. Many scholars estimate a death toll--from murder and starvation--of more than 100 million people. The terror has left a lasting legacy for people now trying to improve their political, social, and economic systems. The legacy must be remembered so it will not be repeated.

Lesson Description

A lecture, a reading, a simulation, and a research assignment are used to describe the record of Soviet communism and its effects on transition economies formerly in the Soviet bloc.

Content Standards and Benchmarks

Content Standards

1. Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use for allocating goods and services.
2. People respond predictably to positive and negative incentives.

Benchmarks

1. There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.
2. Changes in incentives cause people to change their behavior in predictable ways.

Concepts

Market, command, and traditional economic systems, resource allocation, secondary effects

Objectives

1. Students analyze the rise and fall of Soviet communism.
2. Students describe the effects of Soviet communism on the citizens and the economies of the Soviet bloc.
3. Students explain the costs and benefits of market versus planned economies.

Time Required

One class period (plus additional time for completion of the research paper)

Materials

Visual 1.1	The Legacy of Soviet Communism
Visual 1.2	Scarcity and Three Important Economic Questions
Visual 1.3	Traditional, Command, and Market Economic Systems
Visual 1.4	A Soviet Dissident Remembers
Activity 1.1	A Short, Sad History of Soviet Communism
Activity 1.2	Making Glass in The Soviet Union
Activity 1.3	List of Transition Economies
Activity 1.4	Researching the Transition Economies

- Small prizes to serve as rewards, for use in procedures 9, 10, and 11
- 3 x 5 cards for all students, with the name of a transition-economy country written on each card

Procedure

1. Project Visual 1.1. Explain to the students that the history of Soviet communism provides examples of failed command economies. During this class period, they will examine why Soviet communism failed and how the legacy of failure is still being felt in the transition economies.
2. Project Visual 1.2. Make the point that limited resources and unlimited wants force people in every economy to determine how to allocate scarce resources. Every economic system must answer three important questions:
   - What goods and services to produce and how much of each good or service to produce.
   - How to produce these goods and services. In other words, what methods will be used to produce these goods and services?
   - For whom to produce these goods and services. In other words, who will receive the goods and services produced? Which criteria will be used to distribute goods and services?
3. Project Visual 1.3. Make the main point that any economic system is a mixture of command, traditional, and market elements. An economic system creates incentives that influence people's behavior.
4. Communism in the Soviet bloc produced command economies, with built-in incentives that caused inefficiency. Unfortunately, inefficiency was not the worst aspect of Soviet communism. Government rulers in the command economies used force to answer the three economic questions. As a result, millions of people died.
5. Distribute a copy of Activity 1.1 to each student and discuss the 75-year history of communism in the Soviet Union.
6. Announce to the students that they will participate in a brief simulation to demonstrate how command economies--like market economies--set rules which provide incentives that influence people's behavior.
7. Distribute Activity 1.2. Explain that after the students are divided into groups, each group will represent the management team of a Soviet sheet glass factory under the Soviet command system. Explain that you, the teacher, will play the role of Minister of Sheet Glass Production. You will reward glass plant managers who produce glass according to what you want. Read the background information in Part 1 of Activity 1.2 to the class.
8. Divide the class into small groups. Ask students in each group to study the glass production alternatives in Part 2 of Activity 1.2.
9. *Round 1.* Announce the following: "According to the new annual plan, each plant will have its normal allocation of resources for sheet glass production. This year I will reward only those factory managers who produce as many tons of sheet glass as possible. This should keep my superiors happy." Allow the managers five minutes to agree on which alternative they favor. When they have decided, ask each group to report. Reward those managers who selected Alternative 1.
10. *Round 2.* Announce the following: "Last year I had complaints from my superiors about our sheet glass. While it was nearly unbreakable, our glass was so thick that one could not see through it. I have managed to obtain the same allocation of resources for sheet glass production as we had last year. This year, however, I will reward only those factory managers who produce sheet glass which is as thin as possible." Allow the glass managers five minutes to agree on which alternative they favor. When they have decided, ask each group to report. Reward those managers who selected Alternative 3.
11. *Round 3.* Announce the following: "Last year I had complaints about our sheet glass. While it was easy to see through, it also broke easily when it was cut to size for use in window frames. I have again managed to obtain the same allocation of resources for sheet glass production as we had last year. This year, however, I will reward only those factory managers who produce glass that isn't too thick or too thin. This should reduce complaints from my superiors." Allow the glass managers one minute to agree on

which alternative they favor. When they have decided, ask each group to report. Reward those managers who selected Alternative 2.

12. Pose questions to the group to discuss the simulation.

(1.) What was the glass managers' decision in the first round?

(To produce heavy, thick glass, because this type of production was rewarded by the Minister of Sheet Glass Production. Managers made decisions based on the incentives offered by the Minister.)

(2.) Why did the glass managers change their behavior in Round 2, producing thin glass?

(The rules of glass production had changed again. Managers produced glass of medium thickness because of the incentive offered by the Minister of Sheet Glass Production.)

(3.) Why did the glass managers change their behavior in Round 3, producing medium-thick glass?

(The rules of glass production had changed. Managers produced thin, breakable glass because of the incentive offered by the Minister of Sheet Glass Production.)

(4.) How is the behavior of managers in this command system different from the behavior of business managers in a market system?

(In a command system, managers are rewarded for following the wishes of their government superiors. This can result in unexpected and inefficient outcomes such as producing windows so thick that one can not see through them or so thin that they break. In a market system, producers are rewarded for producing goods and services that consumers wish to have. Consumers reward producers who provide what consumers want at the lowest possible price. Producers must gain the voluntary support of consumers. Moreover, producers must engage in voluntary trade themselves to obtain the resources they need for production.)

13. In a market system, trade is based on voluntary exchange. If someone buys something from you, you must offer him or her something in return, and both parties must agree to the exchange. In a command economy, behavior may be changed by force. In a totalitarian command economy, there are few limits to the force that may be used. For example, Stalin used terror to control the population of the Soviet Union.

Closure

Project Visual 1.4 and ask: "What is the legacy of Soviet communism?" (Answers include memories of terror which ruined or ended life for many people. Incentives in the command system produced unexpected and inefficient outcomes, leaving people poor. All people should understand this legacy so that the communist experiment is not repeated.)

Assessment

Multiple Choice Questions

1. What type of economic system was created by Soviet communism?

*a. Command

b. Market

c. Traditional

d. Libertarian

2. What was the New Economic Policy?

a. One of Stalin's 5-year plans

b. Gorbachev's economic and political reforms that ended communism

*c. Russian reforms in the 1920s which brought limited free-market policies

d. Brezhnev's policy toward Czechoslovakia which launched the democracy movement

Essay

Using the glass factory simulation as an example, explain how the incentive structure of a command economy differs from that of a market economy.

(In a command economy, managers are rewarded for following the wishes of their government superiors. In the case of the glass factory,

managers were threatened with exile, denial of privileges, or worse for failure to comply with government wishes. This system of incentives resulted in unexpected and inefficient outcomes such as producing windows that were too thick or too thin. In a market system, producers are rewarded according to whether they produce goods and services that consumers wish to have. Consumers reward producers who provide what consumers want at the lowest possible price.)

Student Project

Assign students to do research on countries formerly under the control of the Soviet Union. Write the names of the nations listed on Activity 1.3 on 3 x 5 cards. Have each student draw a card and carry out research about that country. Some information from the Appendix (pp. 111-152) may be of use to students in their research for this project. (Allow students 3-4 weeks to do their work.)

Activity 1.4 is the assignment sheet for this research project. Students may also give oral reports after they have completed their papers.

Visual 1.1

The Legacy of Soviet Communism

A totalitarian system leaves behind it a mine field built into the country's social structure and the individual psychology of its citizens. And mines explode each time the system faces the danger of being dismantled and the country sees the prospect of genuine renewal.

Anatoly Sobchak,
Former Mayor of St. Petersburg, Russia.
Quoted in David Remnick,
Lenin's Tomb *(1993)*

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Visual 1.2

Scarcity and Three Important Economic Questions

1. Resources are scarce:

   Land

   Labor

   Capital

   Entrepreneurship

2. Wants are unlimited.

3. Every economic system must answer these questions:

   What and *how much* to produce?

   How to produce?

   For *whom* to produce?

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Visual 1.3

Traditional, Command, and Market Economic Systems

Traditional

- Economic decisions repeat those made in earlier times.

Command

- Economic decisions are made by the government.
- Planners decide what to produce, how to produce, and for whom to produce.
- Command decisions can be democratic or authoritarian.

Market

- Decisions are made by people engaged in voluntary exchanges.
- Consumers determine what to produce.
- Producers determine how to produce.
- Income depends on the productive resources a person has to sell.
- Market prices are signals that affect consumption and production.

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Visual 1.4

A Soviet Dissident Remembers

You know, when we talk about these people, I know they are all gone. It is horrible to say, but you must imagine a state that used every means to kill the best among us. All dead or all gone.

Lydia Korneivna,
Soviet dissident.
Quoted in David Remnick,
Lenin's Tomb *(1993)*

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Activity 1.1

A Short, Sad History of Soviet Communism

February 1917	Russian aristocracy brings about the abdication of the Czar. Provisional government established.
October 1917	Lenin and the Bolsheviks overthrow provisional government.
November 1917	Bolsheviks hold elections and lose, maintain power by force.
1918	Cheka (secret police) established; later becomes the KGB. World War I ends.
1918-1921	Civil war, won by the Bolsheviks. Extreme economic hardship and suffering.
1921	New Economic Policy established by Lenin; includes limited private enterprise. Industry and agriculture recover to pre-World War I levels.
1924	Lenin dies.
1929-1941	Stalin establishes 5-year plans for industrialization and collectivization of agriculture. Millions of Soviet citizens are murdered by the Soviet government or starved to death.
1929	Soviet Union completely established; Stalin assumes absolute power.
1939	World War II begins.
1941	Nazi Germany invades Soviet Union.
1945	World War II ends.
1948	Soviet Union controls eastern Europe, including the Baltic States, Poland, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and Yugoslavia.
1953	Stalin dies. Nikita Khrushchev becomes First Secretary of the Soviet Communist Party.
1956	Hungarian uprising crushed by Soviet army.

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Activity 1.1, continued

1957	Soviet Union launches Sputnik.
1966	Leonid Brezhnev becomes General Secretary of the Soviet Communist Party.
1968	Czechoslovakia invaded by Soviet army and democracy movement crushed.
1985	Mikhail Gorbachev becomes General Secretary of the Soviet Communist Party.
1986	Gorbachev introduces glasnost and perestroika, the first economic and political reforms since the end of the New Economic Policy in 1929.
1989	First relatively democratic elections held in Soviet Union; important Communist figures lose to relatively unknown candidates.
1991	Soviet Union breaks up into 15 independent states; eastern European nations become independent. 75-year reign of Soviet communism ends.

Source: John Channon with Rob Hudson, *The Penguin Historical Atlas of Russia*, Penguin Books, 1995.

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Activity 1.2

Making Glass in the Soviet Union

Part 1: Background Information

You are the management team of a glass factory in the Soviet Union. Your plant is successful if it is able to please the Minister of Sheet Glass Production. If you are successful, this will mean good opportunities for you and your family. Failure could result in serious consequences, including exile from your community, denial of privileges to your family, or worse.

Your plant uses productive resources to manufacture glass. Each year, the government provides your plant with an allocation of natural resources (silica, boron, aluminum, sodium, and other materials), labor, and machines (glass furnaces and other tools) to produce sheet glass for use in making windows. The Minister of Sheet Glass Production gives each manager a quota telling how many sheets of glass to produce. Actual glass production can be measured in various ways such as by weight and thickness.

Your job is to produce the amount of glass required by the Ministry. Your plant can produce sheet glass in various thicknesses and weights. As plant managers, you also wish to produce the glass in the manner that is easiest for you and your workers. Thicker glass weighs more per unit than thinner glass and can be produced with less effort. Thinner glass weighs less per unit and is produced with more effort.

Part 2: Production Alternatives

With your annual allocation of productive resources, you have three production alternatives for each round.

Alternative 1:	Produce an annual total of 250,000 glass sheets, each sheet weighing 12 pounds.
Alternative 2:	Produce an annual total of 500,000 sheets of glass, each sheet weighing 6 pounds.
Alternative 3:	Produce an annual total of 1,000,000 sheets of glass, each sheet weighing 3 pounds.

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Activity 1.3

List of Transition Economies

Albania	Lithuania
Armenia	Macedonia
Azerbaijan	Moldova
Belărus	Mongolia
Bulgaria	Poland
Croatia	Romania
Czech Republic	Russia
Estonia	Slovak Republic
Georgia	Slovenia
Hungary	Tajikistan
Kazakstan	Turkmenistan
Kyrgyz Republic	Ukraine
Latvia	Uzbekistan

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Activity 1.4

Researching the Transition Economies

Your task is to analyze the current economic problems in the country named on your card and to recommend changes that would improve the economy and the standard of living for the citizens of that country. You should view yourself as a consultant to the nation's most important leader, who is counting on your recommendations.

Your paper should be 6-8 typed, double-spaced pages with one-inch margins and standard-sized print.

Because of the space limitations, you should be concise. You will probably need to revise your paper several times. This will be easier if you use a computer with a word-processing program. Carefully proofread the final version of your paper for typos and misspelled words.

Papers should have the following general format:

Title Page:

The title page should include the title of your paper, the name of the country you are analyzing, your name, the name of the course, and the date. This is the easy part. The rest of the paper should be divided into parts, as follows.

Part 1:

Provide a statistical survey of the country. Find and summarize the following data for the most current year available:

- Real GDP
- Per capita GDP
- Economic growth rate
- Inflation rate
- Unemployment rate
- Trade balance
- Value of currency unit in terms of the dollar
- Leading export and leading import
- Life expectancy
- Infant mortality rate
- Literacy rate and average years of schooling
- Any other statistics that are important to your analysis

Part 2:

Discuss the economic conditions in your country.

- What is it like to live in your country today?
- How is life today different from life during the communist years? What changes have occurred?
- If your country is approaching a national election (or has recently had one), what are the most important economic issues being discussed?
- What stage of the business cycle is your country in?
- Has the standard of living become better or worse since the fall of communism?

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Activity 1.4, continued

- How does the standard of living in your country compare to that in other countries in its region and in the world?
- How competitive is your country compared to other countries in its region and in the world?
- What are the most serious current political and economic problems your country faces?

Part 3:

Make recommendations for the future. Refer to your country's current economic problems and make recommendations telling how your country can attempt to solve them. Use your knowledge of economic principles in making these recommendations. Also discuss your country's strengths and how they can best be utilized in developing sound economic policies. What is your assessment of the future of your country? Be sure to back up your opinions with research.

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Different Paths to Reform: Case Studies of Poland, China, and Russia

Introduction

In this lesson students read three case studies of countries making the transition from a command economic system to a market system. The three countries--Poland, China, and Russia--took widely different paths in this reform process. Poland took a rapid, radical approach, whereas China took a gradual, limited approach. Russia tried a gradual approach to reform first, and this approach was unsuccessful. Then Russia tried more dramatic and far-reaching reforms. There is probably no one method of reform that should be recommended as best for all countries. The path to successful reform depends to a large extent on the cultural, political, and economic circumstances of a given country.

Content Standard and Benchmark

Content Standard

Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use for allocating goods and services.

Benchmark

There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.

Concepts

Command economic system, market economic system, approaches to economic reform, privatization, economies in transition

Objectives

1. Students will compare reform efforts undertaken in Poland, China, and Russia to transform the respective economies from command systems to market systems.
2. Students will examine the results of the different types of reform, by reference to the backgrounds of Poland, China, and Russia.
3. Students will identify future problems to be addressed in the transition from command systems to market systems in Poland, China, and Russia.

Lesson Description

Students read a case study on a country in transition from a command to a market economic system (Poland, China, or Russia). In groups, students compare their findings.

Time Required

One class period

Materials

Enough copies of Activity 2.1 (Poland) for one-third of the class

Enough copies of Activity 2.2 (China) for one-third of the class

Enough copies of Activity 2.3 (Russia) for one-third of the class

For each student, one copy of Activity 2.4: Different Paths to Reform: From Plan to Market

Procedure

1. Review the concepts *command economic system* and *market economic system*. Ask students to give examples of each, and to discuss costs and benefits of each.

   (In a command economy, a central authority makes decisions about what, how, and for whom to produce. All resources may be government-owned and controlled. Prices and foreign trade are also controlled. In a market system, decisions about what, how, and for whom to produce are made by buyers and sellers, acting freely. Private property is an important institution in market systems, and people act in their own interest. Prices are

set by supply and demand, and if people choose to buy imports or sell exports, they may do so.)

(The economy of the former Soviet Union was primarily a command system, whereas the economy of the United States is primarily a market system. Command systems are typically characterized by inefficiencies [shortages and surpluses] and a lack of economic freedom. Allocation problems occur because of weak individual incentives and the difficulty of coordinating information regarding production and consumption decisions for an entire economy. However, the problems of poverty, unemployment, and inflation were controlled to some extent in the former Soviet system.)

(In market systems, people are free to buy what they want, to work where they want, and to open their own businesses [within limits of the law]. Resources are efficiently allocated, with little government interference. However, because people in market systems are paid according to their productivity and ingenuity, market systems often result in wide differences in income, which some people view as unfair. People in market systems may also experience higher levels of unemployment.)

2. Ask students to speculate about what might be involved in changing an economy from a command system to a market system. Focus on a large, government-owned collective farm. Ask: How could this farm be turned into private property? How might farm workers be affected?

   (The government could divide up the farm among those who had been working there, but this might yield plots of land too small to be efficient. Larger plots of land could be distributed by lottery; some farm workers might benefit from this, but others would have to find new jobs. New landowners would have new incentives to work hard because they would earn the profits produced by their efforts.)

3. After discussing the farm, ask for ideas about how to privatize factories, stores, and other businesses, as well as large apartment buildings. Accept a variety of answers.

4. Tell students that they will read case studies of three countries that are currently undergoing (or have recently undergone) economic reforms--Poland, China, and Russia. These three countries represent economies in transition: they are moving from command economic systems to market economic systems. Give each student one copy of Activity 2.1 or 2.2 or 2.3. (The data in these profiles may easily be updated, as necessary.) Have students arrange themselves in three groups so that everyone in a given group has the same country-handout. (If your class is large, you may want to create two groups for each country.) Give students time to read the case study individually, or have one person in each group read it out loud to the group.

5. Distribute a copy of Activity 2.4 to each student. Ask students to discuss the categories (Background, Approach to Reform, Results of Reform, Future Problems, State of the Economy Today, and Other Observations) and write summary notes in the columns corresponding to the country their group was assigned.

6. Explain that there is not one set of correct answers for most of this activity. Different students may make different observations and emphasize different points. (Note: If the space provided on Activity 2.4 is not large enough for this activity, students may record their country notes on other paper, writing in the categories shown in Activity 2.4.)

7. Announce to students that they will now exchange information about their countries. Have students form new groups of six, with each group consisting of two students who read about Poland, two who read about China, and two who read about Russia. In the new groups, students should inform the others about their respective countries. Other students should ask questions and take notes, filling in all the boxes on Activity 2.4.

Closure

Using the completed copies of Activity 2.4, hold a class discussion on different paths to reform, comparing the experiences of Poland, China, and Russia. Make certain that students realize that privatization is a primary feature of the transition process from a command to a

market economy. Emphasize the different backgrounds of the three countries; ask students to speculate on how different starting points may have affected the choice of the path to reform. Point out that there is no agreement among experts that any one path to reform is best or certain to work for all countries. Student interpretations of the results of reform may vary; some students may conclude that all the reforms were successful, while others may point to high rates of inflation and unemployment and conclude that the reforms have
not yet been successful.

Assessment

Multiple Choice Questions

1. Compared to the approach taken in Poland, China's approach to introducing market forces into its economy may be described as

   a. gradual or phased, focusing first on large industries

   *b. gradual or phased, focusing first on agriculture

   c. very rapid and thorough, taking place almost overnight

   d. nonexistent; China has not yet introduced market-based reforms

2. Which statement below is false?

   a. Russia was under communist control for a longer time than Poland or China.

   b. Inflation is a continuing problem in China, Russia, and Poland.

   *c. Privatization of fomerly state-owned businesses and industries has not taken place in Russia.

   d. Russia's policies of partial reform under Gorbachev were later followed by an all-out effort at privatization.

Essay

"A rapid, overnight approach to changing a command economy to a market economy is the only way to go. There is no evidence that gradual reforms are effective."

Discuss these statements, using evidence from what you know about the reform process in Poland, China, or Russia to support your answer.

(Answers will vary. Students should mention Poland as an example of rapid reform. Many people view Poland's reforms as successful, and students may use Poland's success as evidence for the first statement. Also, Russia's attempts at partial reform generally look unsuccessful, which may provide further support for this statement. The second statement, that there is no evidence that gradual reforms are effective, is not true with respect to the case of China. Students should cite evidence about China to contradict this statement.)

Student Poster Project

Using the cases of Poland, China, and Russia as models, students should research another country that went through or is going through the transition from a command to a market economy. (Viet Nam, former republics of the U.S.S.R., or other nations from the former Soviet bloc could be chosen.) Students should make posters to display their research and present their posters to the class.

Activity 2.1

Paths to Reform: The Case of Poland

Directions:

After you have read the case study on Poland and discussed it within your group, use information from the case study as a basis for entering notes about Poland in the grid in Activity 2.4.

Poland at a Glance

(Figures from 1996 World Development Report and *1997 Information Please Almanac)*

Area
120,727 square miles

Population
(est. 1996): 38,642,565

Capital
Warsaw

Literacy rate:
98%

Gross national product per capita
(1994 dollars): $2,410

Average annual growth rate
(1990-1994): 1.6%

Average inflation rate
(1995): 28%

Unemployment
(6/96): 16.1%

Labor force in agriculture
(1990): 36%

Labor force in industry
(1990): 27%

Natural resources
coal, sulfur, copper, natural gas

Principal agricultural products
rye, rapeseed, potatoes, hogs and other livestock

Major industrial products
iron and steel, chemicals, textiles, processed foods, machine building

Exports (1994)
$22.2 billion: coal, machinery and equipment, industrial products, chemicals, metals

Imports (1994)
$25.9 billion: machinery and equipment, fuels, agricultural and food products, chemicals

Major trading partners
Germany, countries formerly in U.S.S.R., Italy, U.K., The Netherlands, U.S.

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Activity 2.1, continued

Background

Poland, a large country in eastern Europe, has a long and interesting history. From the 14th to the 17th centuries Poland was a strong European power, at one time ruling a large empire stretching throughout most of central Europe. In the late 18th century Prussia and Austria conquered and divided Poland, so that for more than 100 years no Polish state existed. Poland became an independent republic in 1918. Hitler invaded Poland on September 1, 1939, and the Russian Army invaded on September 17. After the Nazis also attacked the Union of Soviet Socialist Republics (U.S.S.R.) in June, 1941, Germany occupied all of Poland for the remainder of World War II. At the end of the war, a communist government with strong ties to the U.S.S.R. was formed, despite opposition from many Poles.

Before World War II, Poland had been primarily an agricultural country. Upon taking power in Poland, the communist government seized control of large estates and major businesses, stressing the development of industry over agriculture. Farmers were forced to give up their land and join collective farms managed by the government.

In the 1950s, discontent with the repressive government surfaced in Poland, and workers staged anti-government riots in several cities. This resulted in some government concessions. Many collective farms were dissolved, more freedom of religion and the press was allowed, and some prominent political prisoners were released from jail. The 1960s and 1970s were periods of further protest against government control.

In the 1980s a strike led by Solidarity, a union founded by Lech Walesa, began in the Polish shipyards and soon spread to other industries. Workers demanded more freedom and improved working conditions. As a result of this strike, the Polish government recognized the rights of workers to organize. This was the first time that the right of workers to organize had been granted in the Soviet bloc.

More strikes took place in 1988, reflecting continued dissatisfaction with the government and a failing Polish economy. Solidarity members were given the right to run for political office, and they won overwhelming election victories in 1989 in the parliament and the senate. Lech Walesa was elected president of Poland in 1990, receiving 74 percent of the vote. Solidarity's electoral victory set the stage for the disintegration of the communist-dominated government in Poland, and an effort to transform the economy from a centrally-planned system to a market system ensued.

Poland's All-Out Approach to Reform

On January 1, 1990, Poland officially began its transformation from a planned economy to a market economy. Poland's approach to reform has been called "rapid," "radical," "shock-style," and "dramatic." Although it was influenced by Western economists such as Jeffrey Sachs, the approach taken also reflected widespread belief among the Polish people themselves that rapid, bold measures would be more successful and less painful than more gradual measures. Reformers were eager to minimize the duration of the transition and to end the government's control over the productive sectors of the economy.

During the first few months of Polish reform, government price controls were lifted on all goods except for a few basic necessities, allowing prices to rise to their market levels. Formerly-controlled energy prices for industry were increased. A uniform exchange rate, tying the *zloty* (the Polish currency) to the dollar, was introduced. This significantly devalued the *zloty* and brought Polish prices more in line with world prices. Most restrictions on imports were lifted. The National Bank of Poland took on the role of a central bank, controlling the rate of growth of the money supply. Interest rates rose, fostering increases in savings. Plans to control the government budget deficit were implemented. Tax reform programs and anti-monopolistic measures were introduced early in 1991, and the transfer of state-owned property to private owners began.

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Activity 2.1, continued

These changes were far from painless. A severe recession occurred in 1990-1991, decreasing industrial output by about 25 percent. The rapid increase in prices decreased consumer demand. Some observers estimated that real wages fell by more than 25 percent during this recession. Unemployment, which had officially been nonexistent under communism, rose to an estimated 9 percent of the work force. In mid-1990, the government eased its new fiscal, monetary, and wage policies in order to maintain the confidence of the people in the long-run advantages of the reforms.

The Polish experience shows that some changes can take place overnight, such as lifting restrictions on businesses. Other reforms, such as privatization of formerly government-controlled property, take longer. Building institutions such as banking and legal systems to support a market economy may involve fundamental changes in the skills and attitudes of people, and such changes could take decades. Fortunately this was not the case in Poland, since Poland had maintained ties with Western nations and institutions during its relatively short communist period.

By most estimates, Poland's rapid transformation from a planned to a market economy has been remarkably successful. By 1995 industrial labor productivity was a third higher than it had been prior to Polish reforms. Poland's growth rate of 7 percent in 1995 was led by a 15 percent growth rate in the private sector, whereas growth in the state sector declined by 3 percent. By September, 1994, an estimated 2,300 businesses formerly run by the government were either privatized or in the process of being privatized. The government budget deficit was below 2.6 percent of GDP in 1995. Inflation declined from an annual rate of 30 percent in 1994 to 28 percent in 1995. Of course, this rate is still too high, and other problems exist as well. The unemployment rate of 16 percent is problematic, and the number of people living below the poverty level is estimated to have increased during the transition. According to the World Bank, Poland's future tasks include continued reform of the banking industry, improving environmental practices, continued efforts toward privatization, and addressing the problem of those social groups who are especially hard-hit by the transition.

In 1990, Poland became the first eastern European country to undertake dramatic policies to move from a planned economy to a market economy. In 1994-1995 Poland experienced faster economic growth than any other large European country. Growth has meant more jobs, more goods and services, and an improved standard of living for many Poles. All in all, Poland's dramatic reform measures appear to be paying off.

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Activity 2.2

Paths to Reform: The Case of the People's Republic of China

Directions:

After you have read the case study on China and discussed it within your group, use information from the case study as a basis for entering notes about China in the grid in Activity 2.4.

China at a Glance

(Figures from 1996 World Development Report and *1997 Information Please Almanac)*

Area (including Manchuria and Tibet): 3,691,521 square miles

Population (est. 1996): 1,210,004,956

Capital
Beijing

Literacy rate
78%

Gross national product per capita (1994 dollars, est.): $530

Average annual growth rate (1990-1994): 12.9%

Inflation (from Dec.'93 to Dec. '94): 25.5%

Unemployment (in urban areas): 2.7%

Labor force in agriculture (1990): 72%

Labor force in industry (1990): 15%

Principal agricultural products
rice, wheat, grains, cotton

Major industrial products
iron and steel, textiles, armaments, petroleum

Exports
(1994) $124.6 billion: textiles, garments, footwear, toys, machinery and equipment, weapon systems

Imports
(1994) $118.3 billion: rolled steel, motor vehicles, textile machinery, oil products, aircraft

Major trading partners
Japan, Hong Kong, U.S., Germany, Taiwan

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Activity 2.2, continued

Background

China is the third-largest country in the world in area, and it has the world's largest population. China boasts the world's oldest civilization, with a written history going back more than 3,500 years. The Chinese empire was ruled by a series of dynasties for more than 2,000 years, beginning in about 221 B.C. Although invaders were sometimes successful in conquering parts of China, Chinese culture and civilization survived these conquests. Until the end of the 18th century, the Chinese government severely restricted foreign trade and other foreign contact. The Chinese empire began to weaken in the 19th century, and in 1911 revolutionaries led by Dr. Sun Yat-sen overthrew the empire and established a republic.

The Nationalist Party which ruled the republic was overthrown by the Chinese Communist Party, led by Mao Zedong, in 1949. Military and economic aid from the U.S.S.R. helped to support the communist government, although friendly relations with the U.S.S.R. did not last. Many changes occurred in China under communist rule. All major industries, including agriculture, were placed under state ownership and control. Peasants were forced to combine their land holdings into rural communes or huge agricultural cooperatives, with the goal of improving efficiency. Under the planned economic system China made advances in industrial development, health care, and education.

There was a major split within the ranks of the Chinese Communist Party in the 1960s; Maoist "radicals" wanted to work for a classless society and "moderates" wanted to emphasize modernization and development. Young Maoists led a "Red Guard Revolution" in 1966, resulting in widespread brutality. Control was restored to some extent in 1967, although the conflict within the Chinese Communist Party continued.

Mao died in 1976. After a brief power struggle, Deng Xiaoping, a moderate, became China's most important leader. Sweeping ideological changes took place, and these changes led to economic changes. Although China today remains a repressive communist country in many respects, under Deng's leadership many significant and successful economic reforms were initiated.

China's Gradual Approach to Reform

China's transition to a market-based economy began in 1978; it has been characterized by gradual or phased changes and localized experiments rather than dramatic, radical changes. Deng Xiaoping described this approach as "feeling the stones to cross the river."

The emphasis in Chinese reform has been on gradual decentralization–spreading decision-making authority away from the central government. Initially, the government maintained control of large firms, but sought to decentralize ownership of smaller firms. Market forces of supply and demand have been allowed to replace many government decisions about production and pricing. State-owned enterprises are slowly being exposed to market forces. The number of prices set by the government has fallen dramatically.

Most early reforms focused on the rural economy. Large collective farms were broken up, and responsibility for agricultural decisions was given back to households. The government raised rural incomes by relaxing severe price controls on agricultural products. New rural businesses were permitted to open, and they were encouraged to operate on market principles. Many of these new businesses were owned by local governments, but some were privately owned.

Because the agricultural sector had been so repressed, freeing it up produced immediate payoffs. Between 1981 and 1984, agriculture grew by about 10 percent per year, largely because the shift to family farming improved incentives. The increased incomes in the agricultural sector built momentum for further, more difficult reforms. The increased income and savings from the improvement in agriculture were used to ease the transition in other sectors of the economy.

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Activity 2.2, continued

By 1984 reforms had spread to urban areas. Local governments were granted more authority, and the banking system took over part of the government's role as a source of finance. High savings rates occurred, along with gains in productivity that followed as labor moved from inefficient to more efficient jobs. Small firms, many privately owned, have been responsible for much of China's economic growth since 1990. In 1995, state-owned firms accounted for 40 percent of China's gross industrial output, down from 66 percent in 1985.

Reforms also emphasized Chinese involvement with the rest of the world. Restrictions were progressively eased on trade. Trade policies now permit more foreign investment, helping Chinese industries to grow and modernize. Export growth in China has been phenomenal since these reforms were instituted.

In 1995 the Chinese government instituted a tax reform program designed to raise new revenue to address future problems. For example, as the inefficient state-owned enterprises are made more efficient, many workers may be temporarily unemployed and in need of government assistance.

The Chinese program of gradual reform looks spectacular. Unlike the former Soviet Union, China did not disintegrate as it undertook reform. Resources from reforms in agriculture cushioned the transition. Gross domestic product has grown at an average rate of over 9 percent a year since reforms began. This growth has resulted in many improvements in the lives of the Chinese people. According to World Bank reports, consumption levels have doubled, and the number of people living below the poverty line has declined by about 60 percent. The infant mortality rate has fallen from 48 per 1,000 live births in 1978 to about 35 per 1,000 today.

Although China's gradual approach to transition has resulted in impressive growth, many economic problems remain. Many Chinese people remain stuck in poverty, in rural and urban areas. China still has many state-owned enterprises which will require exposure to market forces and incentives if they are to become efficient. Public spending as well as private spending is probably needed to stimulate the growth of the Chinese infrastructure. Transportation shortages cause bottlenecks and contribute to urban congestion and energy shortages–because of heavy reliance on coal transported by rail. Additionally, China's rapid growth has led to environmental problems, especially in the areas of water pollution, atmospheric contamination, soil erosion, deforestation, and damage to wetlands.

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Activity 2.3

Paths to Reform: The Case of the Russian Federation

Directions:

After you have read the case study about Russia and discussed it within your group, use information from the case study as a basis for entering notes about Russia in the grid in Activity 2.4.

Russia at a Glance

(Figures from 1996 World Development Report and *1997 Information Please almanac)*

Area
6,592,800 square miles

Population
(1996 est.): 148,190,419

Capital
Moscow

Literacy rate
100%

Gross national product
per capita (1994 dollars, est.): $2,650 per capita

Average annual growth rate
(1990-1994): 10.6%

Monthly inflation
13% for December, 1993

Unemployment
7.1% (Dec. 1994)

Labor force in agriculture
(1990): 14%

Labor force in industry (1990)
42%

Principal agricultural products
barley, cattle, flax, fruits, hogs, oats, potatoes, rye, sheep, sugar beets, sunflowers, wheat

Major manufacturing products
chemicals, construction materials, electrical equipment, iron and steel, lumber, machinery, paper

Exports
(1994 est.) $59 billion: petroleum and petroleum products, natural gas, wood and wood products, coal nonferrous metals, chemicals

Imports
(1994 est.) $59 billion: machinery and equipment, chemicals, consumer goods, grain, meat, semi-finished metal products

Major trading partners
Europe, North America, Japan, Cuba, former Soviet Republics

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Activity 2.3, continued

Background

Russia is the largest country in the world in area, and it can trace its history back to the 9th century. For hundreds of years, Russia was ruled by czars who exercised almost absolute control over many aspects of Russian life. As Western nations began to industrialize during the 17th century, Russia's development lagged behind. At the turn of the 20th century, most of the Russian population was still made up of poor, uneducated peasants.

Opposition to the absolute power of the czar increased early in the 20th century. Revolutionaries led by Lenin and Trotsky overthrew the czarist regime in 1917 and established what came eventually to be known as the Soviet communist government. In 1922 Russia joined with three other republics to form the Union of Soviet Socialist Republics (U.S.S.R.), also known as the Soviet Union. By 1956, the U.S.S.R. had expanded to 15 republics controlled by a centralized communist government, with Russia as the largest and most influential republic.

Leaders in the Soviet Union attempted to control most aspects of the country's economy, including banking, foreign trade, heavy industry, and transportation. Under Lenin, most small business owners and small farmers retained control of their enterprises. Lenin died in 1924, and Stalin became dictator in 1929. Stalin extended the control of the government over the economy and the lives of the people. Under Stalin the government took control of prices, wages, and the distribution of goods. Stalin's form of communism emphasized the development of heavy industry and set high goals for industrial production. He combined privately-owned farms into large, government-run agriculture collectives. Stalin also instituted a reign of terror called the Great Purge, in which millions of people were arrested and murdered or sent to labor camps.

Stalin died in 1953. His successors, including Khrushchev and Brezhnev, relaxed government controls to some extent, but they left the communist system basically intact. But in 1985 Mikhail Gorbachev became leader of the Communist Party; he introduced the reforms that finally resulted in the break-up of the Soviet Union.

Partial Reforms: *Perestroika* and *Glasnost*

The Gorbachev reforms are often summarized by the Russian words *perestroika* and *glasnost*. *Perestroika* means "restructuring" and is used to describe the economic reforms that were introduced between 1985 and 1991. Gorbachev's proposed economic reforms included allowing limited amounts of private enterprise, with less government control over prices. *Glasnost* means "openness" and is used to describe Gorbachev's democratizing political reforms. These political reforms eventually led to an end to the Communist Party's power monopoly in Russia.

Although many authorities see Gorbachev as a skilled leader, his economic reforms have been called "partial," "half-way," "limited," and "inadequate." In particular, Gorbachev's critics say that he did not place enough emphasis on establishing private property to increase incentives. As ineffective economic reforms coincided with increasing protests against the new government, Communist Party supporters tried to stage a coup to overthrow Gorbachev in August, 1991. The coup failed, with Boris Yeltsin leading the opposition to the coup. In December, 1991, Yeltsin declared that the Soviet Union ceased to exist. The former Soviet Republics became independent countries, and Yeltsin assumed control of Russia.

Russia's Radical Path to Reform

While low and declining productivity had much earlier set the stage, the partial reforms of the Gorbachev era created a serious economic crisis in Russia, characterized by high inflation, foreign indebtedness, a rapidly growing budget deficit, and increasing black market activities. After the failed coup, a democratic mood existed for a time, paving the way for the acceptance of dramatic reforms.

The initial reform package of 1991-1992 included the freeing of prices from government controls, attempts to stabilize government spending to control inflation and the deficit, monetary reform, reducing government

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Activity 2.3, continued

subsidies to industry, and an ambitious program to turn government property over to private businesses and citizens.

The Russian reforms have been especially successful with respect to privatization. Between 1991 and 1995, more than 12,000 small and medium-size firms were transferred from government ownership to private ownership. These firms employed about half of the people in Russia's industrial sector. Additionally, about 40 million Russians became shareholders in private firms. It is expected that this privatization will result in more efficient industries, leading to future economic growth and productivity.

Despite the overwhelming successes of privatization, Russia faces many challenges. Primary among them is macroeconomic stabilization to promote economic growth and control inflation. Negative growth rates, resulting in part from the closing of inefficient government industries, have caused problems of dislocation and unemployment. The distribution of income has become increasingly unequal, creating a class of discontented people who believe they were better off under communism. This poses threats to the stability of the democratic government.

Additionally, privatization is not complete, serious environmental problems exist, and Russian goods must meet quality standards in order to compete in world markets. Russia needs to stabilize its relations with other former Soviet republics. Crime, especially organized crime, persists as a serious problem. This problem will require the establishment of a strong legal system so that people can rely upon the law for protection of their property rights.

Although the costs of transition have been high for many of the Russian people, the dramatic reforms of the 1990s have succeeded in creating a market economic system. In the future, Russians should experience a more efficient allocation of resources, benefits from competitive trade in international markets, and an improved standard of living. But Russia's experience shows that even when dramatic economic reforms take place, attitudes and institutions do not always change overnight. Because Russia has had a longer experience with state controls than any other country, it will take time for the full transition from a planned to a market economy to take place.

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Name _____ Activity 2.4

Different Paths to Reform: From Plan to Market

Directions:

Based on your reading and discussion of Activity 2.1 or 2.2 or 2.3, summarize the points you think are most important about the background, approach to reform, and so on, for your country. (Use additional paper if you need more space.)

	POLAND	CHINA	RUSSIA
Background			
Approach to Reform			
Results of Reforms			
Future Problems			
State of Economy Today			
Other Observations			

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Political and Economic Freedoms

This lesson stresses the differences and relationships between political and economic freedom. Certain principles of political freedom are widely recognized in most Western nations. For example, the U.S. Constitution specifies such rights as freedom of religion and the guarantee of due process of law. However, principles of economic freedom are less widely understood. Economic freedom includes freedom for individuals to own and use property as they wish, to make voluntary exchanges, to use their income as they wish, and to choose the jobs they wish to have. This lesson examines economic freedoms, focusing on their potential to change people's lives in the transition economies.

Lesson Description

Students participate in a teacher-led class discussion, view visuals, and analyze a figure showing the relationship between economic liberalization and economic growth.

Content Standards and Benchmarks

Content Standards

1. People respond predictably to positive and negative incentives.
2. Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is also essential to a market economy.

Benchmarks

1. Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.
2. Property rights, contract enforcement, standards for weights and measures, and libability rules affect incentives for people to produce and exchange goods and services.

Concepts

Political freedom, economic freedom, liberalization, market prices, incentives, trade, voluntary exchange

Objectives

1. Students distinguish between political and economic freedom.
2. Students explain the relationship between private property and incentives for saving and investing.
3. Students analyze data to explain the relationship between economic freedom and economic growth in the transition economies.

Time Required

One class period

Materials

Visual 3.1	What Are Political Freedoms?
Visual 3.2	Economic Freedoms
Visual 3.3	What is Economic Liberalization?
Visual 3.4	Economic and Political Freedom: Do They Occur Together?
Activity 3.1	Decline and Recovery of GDP in Selected Transition Economies and in Comparable Historical Episodes

Procedure

1. Briefly review the point that certain principles of political freedom are widely recognized in most western nations, even though these nations differ from one another in the particular political institutions they have developed. However, principles of economic freedom are less widely agreed upon and understood. Explain that the purpose of this lesson is to investigate what economic freedoms are and how they may change people's lives in the transition economies.

2. Display Visual 3.1. Review the main political freedoms guaranteed in the Bill of Rights of the U.S. Constitution. Remind the students that other parts of the U.S. Constitution also protect political freedom–requiring, for example, a writ of habeas corpus which directs officials who have a person in custody to bring the prisoner before a judge and show sufficient cause for detention.

3. Ask: What do you think the characteristics of economic freedom are? Invite the students to speculate on possible characteristics. Display Visual 3.2 and explain each economic freedom. Ask the students to think of an example of each freedom and an example of a restriction of each freedom. Samples are provided below.

   - Freedom for individuals to own and use property as they wish. Example: An individual decides to rent out his or her driveway as a parking place for students at a nearby technical college. Restriction: Residential zoning rules may prohibit homeowners from keeping wrecked cars in their yards.
   - Freedom to make voluntary exchanges between individuals, regions, and nations. Example: When you take your car through an automatic car wash, both the seller and buyer agree to the exchange of a car wash for money, because both expect to gain. Restriction: Government tariffs on textiles restrict voluntary trade.
   - Freedom for individuals to use their income as they wish. Example: When people place money in a mutual fund or a savings account, they make decisions about how to use their income. Restriction: Income taxes require that some income must be used to supply revenue to the government.
   - Freedom for individuals to choose their jobs. Example: an individual decides to leave a job as a banker in order to take a new job selling insurance. Restriction: Many professions, such as law or education, restrict entry by requiring a license or permit.

4. Explain that people in the transition economies of the former Soviet bloc had little economic freedom prior to 1989. They sought to increase economic freedom as one way to improve overall living standards. Explain that leaders in some of the transition economics, such as Estonia, believed that swiftly increasing their nation's economic freedom would have a positive influence on economic growth over the long term. They recognized, however, that the transition period would be difficult. Other leaders, such as those in Ukraine and Belarus, disagreed. They moved more slowly toward increasing economic freedom.

5. Explain that increasing economic freedom took the form of specific new government policies in the transition economies. Display Visual 3.3. Explain the World Bank definition of *economic liberalization*. Ask:

   (1.) How might freeing prices from government controls have positive effects on the economy?

   (Market prices provide incentives for producers to provide what consumers want. Market prices also allocate goods and services to consumers. Long lines for goods disappear when price controls are removed.)

   (2.) How might opening the economy to international trade have positive effects on the economy?

   (Allowing international trade brings new kinds of products into the economy and increases competition among producers to provide the goods and services consumers wish to have.)

   (3.) How might making it easy to start new businesses have positive effects on the economy?

   (New businesses increase competition for state-run monopolies, increase production levels, provide income to successful business owners, and provide consumers with more of the goods and services they want.)

6. Ask: Do you think rapidly increasing economic freedom would produce more benefits than costs? Explain. (Accept a variety of responses.)

7. Distribute Activity 3.1. Explain that the figure shown there illustrates the decline and recovery of several of the transition economies. The low and high points of economic performance are shown as percents of GDP of the base year. The vertical axes show the extent of liberalization in 10 nations over the years shown in the figure. Ask:

   (1.) What three transition nations are more economically liberalized than the others?

   (Poland, Hungary, Estonia.)

   (2.) What three transition nations are the least liberalized?

   (Moldova, Kazakstan, Ukraine.)

   (3.) What seems to be the relationship between economic liberalization and economic growth?

   (Nations [such as Poland, Hungary, and Estonia] that chose to move swiftly to increase economic liberalization show greater gains in economic growth than the nations [such as Moldova, Kazakstan, and Ukraine] that moved more slowly.)

   (4.) Initially, nations that allowed more economic freedom experienced decline (contraction) when the liberal economic policies were adopted. However, these nations recovered more quickly than those that allowed less economic freedom. Why was this the case? Why might liberalization foster economic growth?

   (Market prices provide incentives that encourage producers to provide what consumers want. Allowing international trade and allowing new businesses to start up provides new competition to encourage producers to provide the goods and services consumers want.)

8. Ask the class: Is there a link between political freedom and economic freedom? Why or why not? After the students have had a chance to speculate, display Visual 3.4. Ask the students to paraphrase the quotations from Samuelson and Friedman. Explain that economists disagree about whether a nation must have economic freedom in order to have political freedom. Samuelson had in mind the Scandinavian welfare states when he asserted that there is no linkage between economic and political freedom. Friedman had in mind Hong Kong under English rule as a case suggesting that economic and political freedom are indeed linked. Future events in the transition economies might allow us to gain new insights into this old question.

Closure

Review the main points of the lesson. Ask:

What is one example of a political freedom?

What is one example of an economic freedom?

How has economic liberalization influenced the transition economies?

Assessment

Multiple Choice Questions

1. Immediately following economic liberalization, the transition economies experienced economic
   a. expansion
   *b. contraction
   c. stability
   d. certainty

2. All the following are examples of economic freedoms except
   *a. right to trial by jury
   b. freedom to own and use property as you wish
   c. freedom to make voluntary exchanges
   d. freedom to use income as you wish

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Essay

Evidence from the World Bank suggests that nations that moved swiftly toward economic liberalization were more successful than those that moved more slowly. Explain why swift liberalization appears to have helped nations improve their economic performance. Refer to the experience of specific nations in your explanation.

(Nations such as Poland, Hungary, and Estonia moved more quickly toward economic liberalization than did other nations such as Moldova, Kazakstan, and Ukraine. In nations that liberalized more swiftly, market prices offered incentives for producers to provide goods and services that consumers wanted. Allowing international trade and allowing new businesses to start up brought new competition, which also encouraged producers to provide the goods and services consumers wanted.)

Student Project

Using the points from Visuals 3.1, 3.2, and 3.3, or by direct reference to the U.S. Constitution, the students should develop a questionnaire containing statements about the importance of economic and political freedom. An example of an item related to political freedom might be: *I think all criminal suspects should be entitled to a jury trial, no matter how awful the crime they are accused of committing.* An example of an item related to economic freedom might be: *Individuals living in different nations should be able to trade goods back and forth without interference from their governments.* Students then should administer the questionnaire to students in other classes, asking respondents if they strongly agree, agree, have no opinion, disagree, or strongly disagree with each statement. Examine the results. Do young people seem to value political freedom more than economic freedom? Explain.

Visual 3.1

What Are Political Freedoms? Selected Freedoms Guaranteed in the U.S. Bill of Rights

- Freedom of religion, speech, press, assembly, and the right to petition the government.
- No unreasonable searches or seizures.
- Due process of law.
- Right to speedy, public, impartial trial with defense counsel; right to cross-examine witnesses.
- No excessive bail or fines, no cruel or unusual punishments.

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Visual 3.2

Economic Freedoms

Economic Freedom	Example of Economic Freedom	Example of Restriction of Economic Freedom
Freedom for individuals to own and use property as they wish.		
Freedom to make voluntary exchanges between individuals, regions, and nations.		
Freedom for individuals to use their income as they wish.		
Freedom for individuals to choose their jobs.		

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Visual 3.3

What is Economic Liberalization?

The World Bank defines *economic liberalization* as:

- Freeing prices from government controls.
- Opening the economy to international trade.
- Making it easy to start new businesses.

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Visual 3.4

Economic and Political Freedom: Do They Occur Together?

. . . I have little confidence in emphatic generalizations concerning the empirical linkage of human political rights with any one economic system. Evidence–as I understand this term–is not at hand to validate strong inferences.

Paul Samuelson,
Nobel Memorial Prize-Winning Economist, 1970.
In **Views on Capitalism,** *Romano and Leiman, eds.*
Glencoe Press, 1975

I know of no example in time or place of a society that has been marked by a large measure of political freedom, and that has not also used something comparable to a free market to organize the bulk of economic activity.

Milton Friedman,
Nobel Memorial Prize-Winning Economist, 1976.
In **Capitalism and Freedom**
Chicago: University of Chicago Press, 1962

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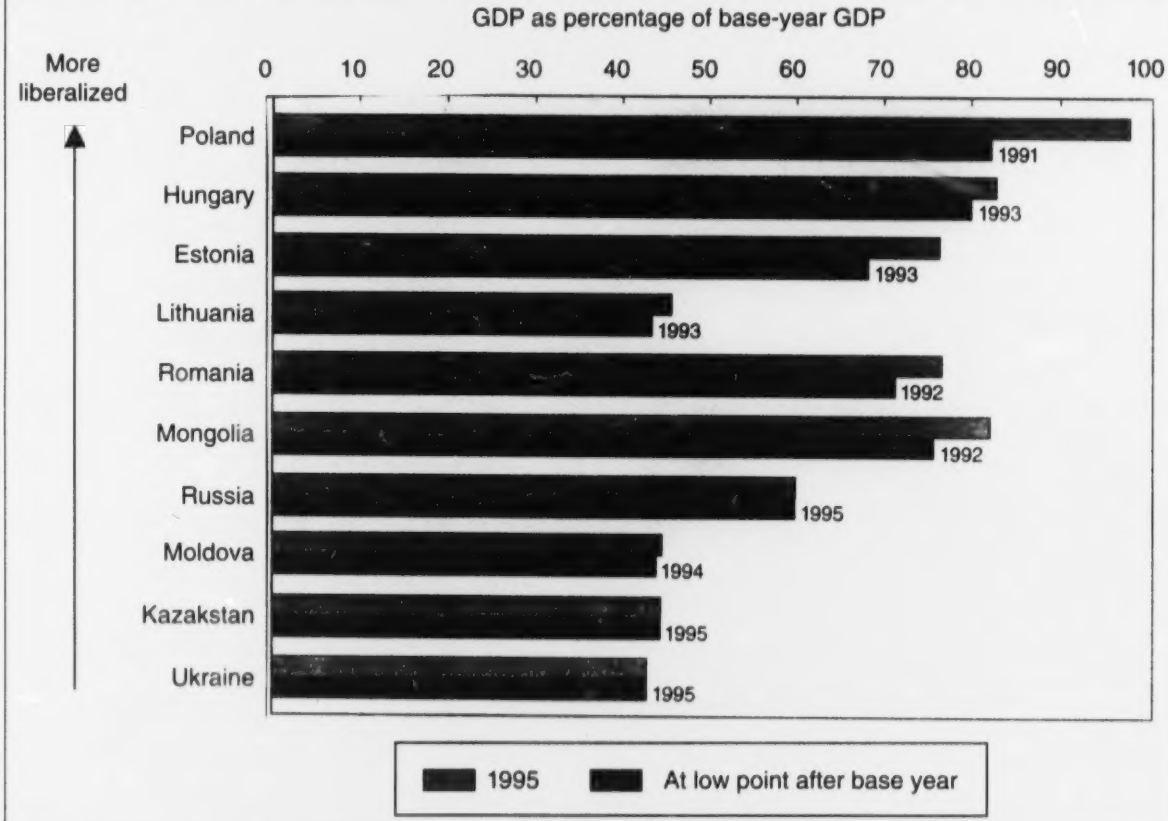
Activity 3.1

Decline and Recovery of GDP in Selected Transition Economies and in Comparable Historical Episodes

Directions:

Examine the data in the figure below and respond to the questions that follow.

Decline and recovery in GDP in selected transition economies and in comparable historical episodes



Note: The base year for the transition economies is 1989. Transition economies are listed according to their average liberalization index scores for 1989-95. Source: Official data.

Questions for Discussion

1. What three transition nations are more economically liberalized than the others?

1 _____ 2 _____ 3 _____

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Activity 3.1, continued

2. What three transition nations are the least economically liberalized?

   1 _____ 2 _____ 3 _____

3. What seems to be the relationship between economic liberalization and economic growth?

4. Initially, nations that allowed more economic freedom experienced decline (contraction) when more economically liberal policies were adopted. Those that allowed more economic freedom recovered more quickly than those that allowed less economic freedom. Why was this the case? Why might liberalization foster economic growth?

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How to Privatize?

Introduction

This lesson stresses the importance of private ownership. It presents four different strategies that have been widely used in the transition economies for transferring state-owned enterprises to private owners. These strategies include restitution, sales to outside owners, manager-employee buyouts, and equal access voucher privatization. The lesson explores the advantages and disadvantages of each approach.

Lesson Description

By reference to property rights, students discuss the solution to the problem of the mess in the school cafeteria. They work in cooperative groups to identify advantages and disadvantages of alternative approaches to privatization. In class discussion, they analyze the strengths and weaknesses of all four approaches to privatization.

Content Standards and Benchmark

Content Standards

1. Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
2. Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use for allocating goods and services.

Benchmark

Property rights, contract enforcement, standards for weights and measures, and liability rules affect incentives for people to produce and exchange goods and services.

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Concepts

Incentives, property rights, privatization

Objectives

1. Students explain the relationship between private property ownership and incentives to take care of resources today and in the future.
2. Students analyze the advantages and disadvantages of four alternative approaches to privatization: restitution, sales to outside owners, management-employee buyouts, and equal access voucher privatization.

Time Required

One class period

Materials

Visual 4.1	The School Cafeteria
Visual 4.2	What are Property Rights?
Visual 4.3	Forms of Privatization
Visual 4.4	Advantages and Disadvantages of Alternative Privatization Methods
Activity 4.1	Approaches to Privatization

Procedure

1. Explain to the class that the system of state-run enterprises in transition economies created incentives for producers which were unrelated to consumer demand. The principal objective of the "socialist firm" developed by the Soviet Union and used throughout the transition economies was to meet the production targets of central planners. Many consumer goods and services were simply not produced because they were not included in the plan. Consumer goods and services that were produced were often of poor quality. The solution seems to be to transfer ownership of such firms to private owners. But how? The purpose of this lesson is to examine the legal transfer of property rights to

private owners. The lesson considers the most often-used alternatives for converting state-run enterprises to privately-owned enterprises.

2. Display Visual 4.1. Ask: Why is the school cafeteria so dirty and the restaurant so clean?

   (While the students might offer a variety of explanations, stress the point that the incentive structure differs from one place to the other. Private ownership creates certain incentives. Restaurant owners know that most customers will not enjoy dining in dirty surroundings. The income of the restaurant owner depends on pleasing restaurant customers. The owner will therefore want to keep the restaurant in good condition. Why? Because he or she will benefit if customers find that the restaurant is well cared for; on the other hand, the owner also will pay the costs that follow if customers find the restaurant to be dirty. This explains--to move to a different example--why most people get the oil in their cars changed regularly: they do not want their cars to lose value because of engine damage. Since students do not own the school cafeteria, they may not care for it well; if it loses value, they will suffer no direct loss. Students do not own the restaurant, either, but the store owner does, and he or she faces strong incentives to keep it clean.)

3. Ask: What are some things you own that you tend to take good care of?

   (Students should be encouraged to name a variety of possessions they own--a pet, roller blades, a CD player, special clothing, a computer, and so on. Stress the way in which ownership often sets up incentives, rewarding people for taking care of things today and into the future. Note, too, that items that are more expensive, like a first car, are likely to be better cared for than less expensive items, like a cheap pair of beach flip-flops.)

4. Explain that in centrally-planned economies the government ran large state enterprises that produced most of the available goods. Managers of state-run enterprises faced distorted incentives that led to poor enterprise performance. Most often, managers responded to production quotas given to them by their superiors. They were rewarded for pleasing their superiors, not their customers. In a market economy, the government does not own and run business enterprises; thus, managers must please customers, not government bosses. In the transition economies, therefore, it is a high-priority task to shift state-owned enterprises over to private ownership. Leaders in the transition economies face the problem of how to decentralize ownership in order to create incentives that reward managers for producing the goods and services that consumers wish to have. Also, the shift to private ownership must be carried out in ways that consumers, workers, and all citizens accept as being fair and efficient.

5. Explain the concept of *property rights* to the class. What is the significance of owning something? Imagine that you own a home and are considering renting out a downstairs apartment in your home to college students. Display Visual 4.2. Explain how each point about property rights applies to your interest in renting out part of your home as an apartment.

   (1.) Use the property as you wish, keeping any income: You may rent or not rent the apartment. If you do rent it, you may keep the income you derive.

   (2.) Permit or exclude use of the property by others: You may or may not rent the property. If you do, you can set rules about how the property can be used. For example, you may not want to permit tenants to have pets.

   (3.) Sell or transfer the property as you wish, keeping any income: You may choose to sell your home or rent out other parts of your home.

   (4.) The legal system helps you enforce property rights. If the renters do not hold to their agreements, you may turn to the courts to enforce your property rights. The renters, of course, can expect to have their rights enforced by the courts as well. For example, you could not evict a renter during the period of a lease, without cause.

6. Explain that, in market economies, the laws governing property rights have evolved over centuries. In most transition economies, by contrast, people have tried to move quickly

to assign private property rights for formerly state-owned property. In many places this task remains unfinished. The problems are very real. Should land be returned to original owners? Can the original owners be found? Will they still want the property? Who owns factories or buildings built by the government on land once privately owned? What happens to workers and managers of state factories that are privatized? What laws are needed to make transfers possible and to enforce private ownership once it is established?

7. Explain that there are several alternative ways to privatize property; we will examine only four. Distribute Activity 4.1 to the class. Divide the class into four groups. Assign each group one of the privatization options described in Activity 4.1. After students have completed their work, display Visual 4.4. Ask the class to analyze the alternative methods. Place a "plus" in the chart if the objective is fulfilled by a given method and a "minus" if it is not. Use a question mark if the outcome is uncertain. (Suggested answers follow.)

Objectives

Methods	Better corporate governance	Speed	Better access to capital and skills	More government revenue	Greater fairness
Restitution	?	–	?	–	+
Sales to outside owners	+	–	+	+	–
Management-employee buyouts	–	+	–	–	–
Equal access voucher privatization	?	+	?	–	+

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Closure

Remind the class that privatization of state-owned resources is a means toward an end. The end is to create an incentive structure that rewards producers for providing the goods and services that consumers wish to purchase. Display Visual 4.3. Review the form of privatization that might be used in the transition economies.

Assessment

Multiple Choice Questions

1. Which of the following is not a characteristic of private property rights?
   a. Use property as you wish
   b. Permit or exclude use by others
   c. Sell property if you wish
   *d. Use any means necessary to enforce rights
2. Which of the following is an advantage of privatization by means of restitution?
   *a. Fairness
   b. Speed
   c. More government revenue
   d. Better access to capital and skills

Essay

What are the advantages and disadvantages of using equal access vouchers to privatize state firms? Explain.

(Voucher plans have provided many people with access to former state enterprises. These transfers have generally been regarded as a fair way to distribute ownership. Voucher plans also provide swift transfers, reducing uncertainty about the future of the enterprises. Unlike sales, voucher plans have not provided the governments with revenue. While the new enterprises created by voucher transfers might be better run, by people who have more capital and skill than the state-appointed managershad, these outcomes are not certain.)

Student Project

Students often have interesting stories to tell about things they collect and other possessions that they value. Taking this as a starting point, plan a project aimed at causing students to think about why some things they possess are important to them. A first step might be a set of oral reports in which each student displays (or describes) an object he or she owns, commenting on its importance. Next, each student should write up his or her presentation in essay form, explaining how the value he or she sees in the object affects the way he or she cares for that object. The essays might also explain how things the students own and value have changed as students have grown older.

Visual 4.1

The School Cafeteria

The school cafeteria is spotlessly clean at the start of the school day. After the students have finished eating lunch, however, it looks like it was hit by a tornado. Uneaten food is left on tables. Juice and milk have been spilled on tables and onto the floor. Garbage is piled up everywhere except in the garbage containers. What a mess!

Yet when these students finish eating a meal at a restaurant, their tables are cleaned immediately. No uneaten food is left for long on the table. Spills are cleaned up right away. The garbage is swiftly placed into containers.

The same students are involved in each case. Why is the school cafeteria so dirty and the restaurant so clean?

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Visual 4.2

What are Property Rights?

Property rights include the right to

- Use the property you own as you wish to use it, keeping any income it generates.
- Permit or exclude use of the property by others.
- Sell or transfer the property as you wish, keeping any income gained by the sale.
- Use the legal system to enforce property rights.

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Visual 4.3

Forms of Privatization

- Restitution
- Sales to Outside Owners
- Management-Employee Buyouts
- Equal Access Voucher Privatization

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Visual 4.4

Advantages and Disadvantages of Privatization Alternatives

Objectives

Methods	Better corporate gover-nance	Speed	Better access to capital and skills	More govern-ment revenue	Greater fairness
Restitution					
Sales to outside owners					
Management-employee buyouts					
Equal access voucher privatization					

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Activity 4.1

Approaches to Privatization

Directions:

Read the options below, as assigned by your teacher, and identify their advantages and disadvantages. Be prepared to present your ideas in a group discussion.

Market economies over the centuries have developed laws that govern rights to property ownership. The existence of private property is commonplace in the United States, England, and many other countries. In most of the transition economies, however, state ownership of property has been the norm until recently. Today, each of the transition economies is seeking the best means to transfer ownership of state property into private hands. After decades of central planning, the problems associated with transferring ownership are very real. How can state enterprises be transferred to private ownership?

Option 1: Restitution

Restitution means returning property to former owners who can show clear property ownership claims. A clear claim, for example, might involve presenting documents to show that you were the last owner of a farm before collectivization. Many people in the nations of Eastern Europe and the Baltics enjoyed private ownership until 1945, and some of them still can show documentation of ownership. Bulgaria, the Czech Republic, and Slovenia passed laws providing for restitution of land, housing, and enterprises. Estonia, Latvia, and Lithuania have passed laws providing for restitution of urban and rural land.

Advantages of Restitution

A primary advantage of restitution is that it restores property to those from whom it was taken. Restitution has often been used successfully in cases involving smaller firms and farms. In cases where restitution is not a practical means of restoring ownership, other forms of repayment have been made to past owners. In Hungary, for example, previous owners have been compensated with coupons which represent value in a firm and can be traded on the stock markets.

Disadvantages of Restitution

Restitution has its limits. Prior ownership is often hard to prove. Many properties--such as large state enterprises--may never have had private owners. When small properties are returned, disputes may arise because existing tenants believe they also have rights. Arguments over restitution claims may slow the process of moving some properties into private hands. Finally, restitution, because it involves no sale of government-owned property, provides little or no new government revenue.

Option 2: Sales to Outside Owners

This method involves selling state enterprises on a case-by-case basis to people other than the current managers and employees. In many transition economies, the sales have included sales to foreign investors. This model has worked in some transition economies and in some Western European nations (the United Kingdom, for example).

Advantages of Sales to Outside Owners

A potential advantage is that sales to outside owners would turn enterprises over to people with the knowledge, skill, and resources needed to run them successfully. Foreign investors often bring new ideas for corporate governance. Sales to outside owners also increase government revenue.

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Activity 4.1, continued

Disadvantages of Sales to Outside Owners

In practice, sales to outside owners have moved along slowly, and only a few large firms have been privatized in this fashion. The sheer size of the job contributes to the problem. Negotiations take time. Moreover, inadequate accounting rules and the lack of a price structure have made it difficult to know what an enterprise is actually worth. Finally, many citizens have felt that such sales are unfair because typical citizens are unable to participate in the process. Sales to foreign owners are sometimes politically unpopular.

Option 3: Management-Employee Buyouts

Management-employee buyouts involve the purchase of an enterprise by the existing management and employees. Such buyouts are widely used in Croatia, Poland, Romania, and Slovenia. Many firms privatized through voucher programs effectively became management-employe buyouts as employees and their families used vouchers and cash to buy major shares in the firms.

Advantages of Management-Employee Buyouts

Buyouts are relatively easy to implement, and buyout transactions often can be concluded quickly. Also, the insiders who become the new owners may have superior information about managing the enterprise.

Disadvantages of Management-Employee Buyouts

There are several problems. The benefits are unequally distributed because people in good firms get good assets while those in money-losers get little or nothing of value. Others who are not employed at all, such as pensioners, receive nothing. Most important, management-employee buyouts do not guarantee that the current managers are capable. No new skills or capital are acquired. Managers in the transition economies were trained to meet old incentives--production quotas--not to be responsive to consumers. In other words, things may not change very much in firms privatized by this method.

Option 4: Equal Access Voucher Privatization

A fourth form of privatization distributes vouchers or ownership shares across the population and attempts to allocate assets evenly among voucher holders. Mongolia, Lithuania, and the Czech Republic were the first countries to implement this form of privatization. Poland and Russia followed. The mass privatization program in the Czech Republic has been the most successful. In two successive waves, the Czechs transferred half the assets of state enterprises into private hands. Citizens were free to invest their vouchers directly in the firms being auctioned. However, people also could pool their vouchers to acquire ownership shares in larger firms. More than two-thirds of the voucher holders chose to place their vouchers in such pools or mutual funds.

Advantages of Equal Access Voucher Privatization

Such programs excel in speed and fairness. The experience in the Czech Republic shows that such programs are popular, help develop capital markets, and quickly create stakeholders with an interest in reform.

Disadvantages of Equal Access Voucher Privatization

Such programs offer little or no new government revenue. They do not guarantee that the new managers will be capable ones. It is uncertain if new skills or capital will be acquired. Finally, the trading of vouchers depends upon access to financial markets. Such markets are well established in mature market economies, where there are rules regarding financial responsibility and disclosure. The transition economies, however, have not yet developed such systems.

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Monopoly Is More Than a Game

Introduction

Privatization is one step the transition economies must take to establish an efficient market system. However, privatization is not enough. Little is gained if a state monopoly becomes a private monopoly. To get the full benefits of a market economy, there must be competition among firms producing similar or identical products.

Perfect competition occurs when there are many sellers in a market, acting independently of one another, and when it is easy for firms to enter or leave the market.

Such competition provides many benefits. It forces producers to be efficient and to satisfy the preferences of their customers. Inefficient businesses and those that fail to meet consumers' preferences will fail if markets are competitive. Competition also keeps prices as low as possible and encourages the production of high quality goods and services. And competition provides strong incentives for businesses to develop new products and services. Consumers are the main beneficiaries of all this competition. Competition is a key to improving the standard of living in the transition economies.

Lesson Description

Students learn about the benefits of competition through a group activity, a U.S. case study, and a Russian case study.

Content Standard and Benchmarks

Content Standard

Competition among sellers lowers costs and prices and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

Benchmarks

1. The pursuit of self-interest in competitive markets generally leads to choices and behavior that also promote the national level of economic well-being.
2. The level of competition in an industry is affected by the ease with which new producers can enter the industry and by consumers' information about the availability, price, and quantity of substitute goods and services.
3. Collusion among buyers or sellers reduces the level of competition in a market. Collusion is more difficult in markets with large numbers of buyers and sellers.
4. The introduction of new products and production methods by entrepreneurs is an important form of competition and is a source of technological progress and economic growth.

Concepts

Competition, seller, buyer

Objectives

1. Students describe the economic benefits of competition.
2. Students describe the harmful effects of monopoly.
3. Students identify natural monopolies as exceptions to competition in a market economy.
4. Students compare the economic effects of state-owned monopolies with the effects of privatized competitive enterprises.

Time Required

One class period

Materials

Visual 5.1	The Benefits of Competition
Visual 5.2	Natural Monopolies: An Exception to Competition
Activity 5.1	How Do They Compete?
Activity 5.2	Let's Play Monopoly
Activity 5.3	On a Wing and a Prayer

Procedure

1. Tell the students that they are going to learn how competition helps consumers and improves efficiency in an economy.
2. Divide the class into small groups with no more than five students in a group. Distribute Activity 5.1.
3. Tell each group to list as many fast-food restaurants as they can think of in three minutes. They should include fast-food places serving burgers, seafood, chicken, tacos, ice cream and frozen yogurt, pizza, and so on. Include both chains and locally-owned restaurants.
4. Next tell each group to list the ways in which the restaurants compete. For example, they compete on the basis of price, quality, and service. Students should be as specific as possible. Examples include:

   Price–McDonald's recently cut the price of selected sandwiches.

   Quality–Burger King flame-broils Whoppers, and Pizza Hut puts cheese in the crust.

   Service–Many fast-food restaurants have drive-up windows.
5. Now have each group report the names of fast-food restaurants to the entire class. After the first group reports, the other groups should add names not previously mentioned. Write the names on the chalkboard.
6. Repeat this procedure for the ways in which the restaurants compete.
7. Ask the students how they benefit from competition among fast-food restaurants. Write their responses on the board.
8. Project Visual 5.1 and discuss how competition improves economic efficiency.
9. To illustrate the disadvantages of monopoly, use examples with which the students are familiar.
10. Have the students read Activity 5.2 and answer the questions at the end of the reading.
11. Discuss the answers to Activity 5.2:

    (1.) Do you agree or disagree with the final selection of winners for the monopoly award?

    (Answers will vary but should include discussion of the runners-up as well as the contestants who were selected. Include the characteristics of a monopoly and tell how the selected contestants fit that description.)

    (2.) How might the fax machine and e-mail change the market for first-class mail?

    (Fax machines and e-mail have created competition by offering consumers faster and fairly inexpensive alternatives to regular mail service.)

    (3.) What prevents a cartel, particularly OPEC, from maintaining a long-run monopoly? What would help to make it more successful?

    (Because of the voluntary participation of members, cartels may have a very difficult time convincing all members to play by the rules. Particularly with OPEC, the economic incentives to members to undercut the cartel's pricing system are too great. To prevent that, there must be greater restrictions on members and better enforcement of the rules.)

    (4.) How do the TV cable companies illustrate the normal arguments against monopolies?

    (Cable customers often complain about cable companies' poor service and high prices. This is especially true in areas with only one cable provider.)

    (5.) Why don't new athletic leagues form to compete with the National Collegiate Athletic Association (NCAA) in providing forums for young athletes who want to play sports?

(Discuss reasons why other leagues have not formed and the barriers that prevent their formation. Include costs, and tell which groups would benefit and which groups would be harmed if new leagues were formed.)

(6.) If athletes know that only a small percentage will be able to make it to the NBA, why do they bother playing college basketball?

(They have the enjoyment and prestige that goes with playing on a college team, plus the opportunity for an education; most importantly, they have the hope that they may be one of those chosen few.)

(7.) Why are monopolies considered to be bad?

(A monopoly produces a lower output and charges a higher price than a competitive firm. It is also less efficient.)

12. Now use the case study on Aeroflot to illustrate how Russian consumers have benefited from competition in the airline business. Be sure to stress that Aeroflot is still 51 percent state-owned, but it is now expected to act like a business. Although it still dominates the Russian airline industry, it has more than 300 competitors, most of which are privately owned.

13. Have the students read Activity 5.3 and answer the questions at the end of the reading.

14. Discuss the answers to the questions:

(1.) How did competition make Aeroflot more efficient?

(The airline cut costs and improved reliability and safety by buying better and less expensive aircraft. It signed performance-standards contracts with suppliers.)

(2.) Why has Aeroflot improved its service?

(If it didn't, its competitors would win Aeroflot's customers.)

(3.) What would happen to Aeroflot if it operated in the way it did under the Soviet command economy?

(It would go out of business--unless it managed to hold on to government subsidies.)

(4.) What could be done to make Aeroflot more efficient?

(More improvement in service and more independence to buy from suppliers who make the best product.)

(5.) Who benefits most from new airline competition in Russia?

(Consumers of airline services will benefit, though the loss of government subsidies that often comes with privatization could also result in increased fares.)

15. Explain to the class that while competition does confer many benefits, there are cases in which monopolies are permitted to operate, even in market economies. Display Visual 5.2. Explain that a natural monopoly arises when one firm can produce all the industry's output at a lower cost than the cost that would arise if other firms were involved. What are some examples? Public utilities--where we want only one set of electric, telephone, natural gas, water and sewerage lines going to each home or business--are commonly-used examples. Prices and services from these companies are normally regulated by government.

16. Point out that technology is usually the basis for establishing and destroying natural monopolies. The development of telephone service is an example. In the early days of telephone service, it made little economic sense for competing telephone companies to string independent telephone lines to their different customers. It cost less to have one, regulated firm manage telephone service. Ask: How might technology also destroy a natural monopoly?

(Students might point out that satellite communications have brought more competition into the telephone industry.)

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Closure

Ask the students how their lives would be different if they had lived in the former Soviet Union when all businesses were state-owned and there was no competition.

(There would be little choice. They would buy poor-quality goods and services, and there would be little product variation.)

Assessment

Multiple Choice Questions

1. How does competition benefit consumers?

   I. Competition lowers prices

   II. Competition encourages innovation

   III. Competition improves the quality of goods and services

   a. I only

   b. II only

   c. I and II only

   *d. I, II, and III

2. Which of the following statements is true?

   a. Transition economies are more competitive than the U.S. economy

   b. Privatization and increased competition are the same thing

   c. Aeroflot is now 100 percent privately-owned

   *d. Many transition economies still have state-owned industries, but privatization and competition are increasing

Essay

How would people in transition economies benefit if businesses were more competitive?

(The answer should include lower prices, higher product quality, better services, more product innovation, and greater efficiency.)

Student Project

Arrange for students to investigate how much competition exists in their community. Divide the class into groups and assign each group to investigate a different industry. Some industries might be:

a. Electronics
b. Clothing
c. Grocery stores
d. Dry cleaners
e. Video stores
f. Movie theaters
g. Office supply stores
h. Hardware and home-improvement stores

Ask the students to answer these questions:

1. Who are the competitors in their industry?
2. Over the past ten years, has the number of competitors increased or decreased?
3. Is it bad for consumers if the number of competitors is decreasing?

   (This is not an easy question. For example, the number of competitors in many retailing areas has decreased in recent years, but the remaining stores are very competitive. If their prices rise or their quality of service declines, new stores will come into the industry.)

Visual 5.1

The Benefits of Competition

1. Competition forces producers to operate efficiently
2. Competition lowers prices
3. Competition improves the quality of goods and services
4. Competition forces producers to be innovative

CO

Visual 5.2

Natural Monopolies: An Exception to Competition

Some cases exist where competition is not the best alternative.

Natural monopolies arise where the operation of one firm lowers industry costs compared to the operation of several firms in the industry.

Examples of natural monopolies include utilities which provide

- Electricity
- Local telephone
- Natural gas
- Water
- Sewerage

C1

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Activity 5.1

How Do They Compete?

Directions:

The purpose of this lesson is to help you learn about competition in the fast-food industry. Please respond to the questions below.

1. List as many fast-food restaurants as you can think of--burgers, seafood, chicken, tacos, and so forth.

2. Using price, quality, and service as reference points, provide specific examples of how restaurants compete with each other.

   Price

   Quality

   Service

3. How do you--the consumers--benefit from competition?

Activity 5.2

Let's Play Monopoly

Part 1: What Is the Best Monopoly in America?

It's almost the end of summer and time for the first annual contest to choose the best operating monopoly in America. The contestants, selected by a panel of Harvard economists, are as follows:

1. The U.S. Postal Service.
2. The Organization of Petroleum Exporting Countries (OPEC).
3. Almost any cable TV company.
4. The Ivy League universities (for administering financial aid to students).
5. The NCAA (for administering payments to student-athletes).

Some other worthy candidates, which just missed the cut, are the National Football League, the American Medical Association, and the U.S. Departments of Agriculture and Defense.

Each contestant exhibits fine monopolistic characteristics and is worthy of serious consideration for the award. The U.S. Postal Service claims to be the longest-running monopoly in America and has the distinction of having its control over first-class mail prescribed (perhaps) by the Constitution. The monopoly has preserved large flows of revenues and high wage rates despite studies showing that private companies could carry the mail more efficiently, at a much lower cost.

The Fax Machine

On the other hand, the position of the Postal Service has been eroded: first, by successful competition on package delivery; second, by the recent entry of express delivery services; and third, and potentially most damaging, by the introduction of the fax machine. Since faxes are bound to supplant a substantial fraction of first-class letters, the failure to get Congress to classify a fax as first-class mail and, hence, the exclusive domain of the post office, shows a remarkable loss of political muscle. Thus, despite past glories, it is hard to be sanguine about the long-term prospects of the post office as a flourishing monopoly.

OPEC was impressive in generating billions of dollars for its members from 1973 to the early 1980s. To understand the functioning of this cartel, it is important to sort out the good guys from the bad guys.

The good guys, like Saudi Arabia and Kuwait, are the ones who have typically held oil production below capacity and thereby kept prices above the competitive level. The bad guys, like Libya and Iraq (when Iraq was allowed to produce oil), are the ones who have produced as much as they could and thereby kept oil prices low.

The good guys were responsible for the vast expansion of oil revenues during the blissful period after 1973. (Hence, they were responsible for the considerable difficulties endured by oil consumers.) But, unfortunately, these countries could not keep the other OPEC members in line and were also unable to exclude new producers or prevent conservation by consumers. Thus, oil prices plummeted in 1986, and only the start of the Persian Gulf crisis [1991] could get prices temporarily back to a respectable level.

In any event, it is unclear that OPEC qualifies for the contest: It is not really American, and its members would probably be arrested for price-fixing if they ever held an official meeting in America.

Most cable TV companies have government-issued licenses that keep competitors out. Thus, this business supports the hypothesis that private monopolies are not sustainable for long unless they have the weight of government behind them.

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Activity 5.2, continued

The rapid escalation of prices and the limitations on services seem, however, to be getting customers and their congressional representatives progressively more annoyed. Thus, it would not be surprising if legislative action leads soon to a deterioration of the cable companies' monopoly power. It may even happen that consumers will be able to choose among cable companies in the same way that they choose currently among long-distance telephone carriers; how could the struggling providers maintain a respectable cartel in that environment? This fear about the future diminishes the claim of this otherwise worthy contestant for the first annual prize.

Officials of Ivy League universities have been able to meet in semi-public forums to set rules that determine prices of admission (tuition less financial aid) based on applicants' characteristics, especially financial resources. In some cases, the schools pooled information to agree in advance on the right price to charge a specific customer. Airlines and other industries that wish to price-discriminate can only dream about this kind of setup.

Moreover, the universities have more or less successfully applied a high moral tone to the process: Rich applicants--especially smart, rich applicants--are charged more than the competitive price for schooling in order to subsidize smart, poor applicants, but it is unclear why this subsidy should come from the smart rich rather than from taxpayers in general.

In any event, the universities' enviable cartel position has been damaged by the unenlightened U.S. Justice Department, which argued that the price-setting meetings were a violation of antitrust laws. Since most of the universities involved have agreed to stop these practices, it may be that future prices for private higher education will come closer to being competitively determined. It seems that this prospect has already motivated some distinguished universities to declare themselves as being in financial difficulty.

The final contestant, the NCAA, has been remarkably successful in holding down "salaries" paid to college athletes. It would be one thing merely to collude to determine price ceilings (for example, to restrict payments so that they do not exceed tuition plus room and board and some minor additional amounts), but the NCAA has also managed to monopolize all the moral arguments.

Consider a poor ghetto resident who can play basketball well, but not well enough to make it to the NBA. If there were no NCAA, this player might be able legitimately to accumulate a significant amount of cash during a four-year career. But the NCAA ensures that the player will remain poor after four years and, moreover, has convinced most observers that it would be morally wrong for the college to pay the player a competitively-determined wage for his or her services.

For many economists, this interference with competition--in a setting that has no obvious reasons for market failure--is itself morally repugnant. But the outrage is compounded here because the transfer is clearly from poor ghetto residents to rich colleges. Compare the situation of contestant number 4, the Ivy League universities, in which the transfer from rich to poor students can readily be supported on Robin Hood grounds.

A Straightforward Decision

The NCAA has the much more difficult task of defending a policy that prevents many poor individuals from earning money. Incredibly, this defense has been so successful that it has even allowed the organization to maintain the moral high ground. When the NCAA maintains its cartel by punishing schools that violate the rules (by paying too much), almost no one doubts that the evil entities are the schools or people who paid the athletes, rather than the cartel enforcers who prevented the athletes from getting paid. Given this extraordinary balancing act, the decision of the panelists was straightforward and the NCAA is the clear and deserving winner of the first annual prize for best monopoly in America.

C 1

Activity 5.2, continued

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Activity developed by Joanne Beaver, Cumberland Valley High School, Mechanicsburg, Pennsylvania; Janice H. Dukes, Opelika High School, Opelika, Alabama; and Gloria Washington, Dillard High School, Ft. Lauderdale, Florida.

Mr. Barro, a *Journal* contributing editor, is an economics professor at Harvard.

Part 2: Questions for Discussion

1. Do you agree or disagree with the final contestants for the monopoly award? Explain.

2. How might the fax machine and e-mail change the market for first-class mail?

3. What prevents a cartel, particularly OPEC, from maintaining a long-run monopoly? What would help to make it more successful?

4. How do the cable companies represent the normal arguments against monopolies?

5. Why don't new athletic leagues form to compete with the NCAA in providing forums for young athletes who want to play sports?

6. If athletes know that only a small percentage will be able to make the NBA, why do they bother playing college basketball?

7. Why are monopolies considered to be bad? Be sure to discuss price, output, and efficiency in your answer.

Activity 5.3

On a Wing and a Prayer

Part 1: Fly Aeroflot?

For years the Soviet airline Aeroflot had a reputation as the world's worst airline. Its time schedule was a myth, its safety record dismal, and its food inedible. Aeroflot's customer service was a prototype oxymoron. To fly on Aeroflot was to fly on a wing and a prayer.

The fall of communism ended Aeroflot's airline monopoly. There are now more than 300 airlines in Russia. Aeroflot became an international airline because its domestic routes were sold to local carriers in 1992-1993. The government privatized 40 percent of Aeroflot. The former monopoly now had to compete in the tough international airlines market.

As a result, Aeroflot is changing. It is buying state-of-the-art Boeing and Airbus aircraft instead of Russian-made planes. The Russian Tupolev aircraft company and Perm Motors engine manufacturer were unhappy with these decisions, but Aeroflot held firm. The company said that aircraft fitted with Russian engines could fly only six hours a day, compared with 16 hours for foreign aircraft. Aeroflot pointed out that Finnair carried twice as many passengers as Aeroflot, using half as many planes. Aeroflot decided it would continue to buy Russian planes only if they were fitted with foreign engines, until Russian engines improve. As an incentive, Aeroflot signed an agreement with Perm Motors to pay a fee for every hour the Perm-manufactured engines stay in the air.

Safety has improved. In 1995-1996, Russian-operated airline crashes claimed more than 200 lives. But Aeroflot was crash-free.

According to *The Economist* (December 14, 1996, p. 64):

> Aeroflot has had little difficulty improving on its Soviet standards of service. Smiles from stewardesses and edible meals have worked wonders among passengers expecting snarls and curling sandwiches. Since Aeroflot set up a customer telephone "hotline" in October--another novelty for Russia--foreigners have tended to phone in with complaints, and Russians with expressions of praise.

Passenger numbers are on the rise, too. In 1994, 3 million people flew Aeroflot. In 1996, 3.8 million flew Aeroflot, an increase of 27 percent.

Even more remarkable, Aeroflot made a 1995 operating profit of 324 billion rubles ($70 million) on sales of 4.8 trillion rubles. Competitors are now giving Aeroflot some respect although it may be a while before it is at the top of the international airlines' customer satisfaction ratings.

Sources:

"Nowhere to Go but Up," *The Economist*, December 14, 1996, p. 64.

"On a Wing and a Prayer," *The Economist*, October 5, 1996, p. 65.

Part 2: Questions for Discussion

1. How did competition make Aeroflot more efficient?

2. Why has Aeroflot improved its service?

3. What would happen to Aeroflot if it operated in the way it did under the Soviet command economy?

4. What could be done to make Aeroflot more efficient?

5. Who benefits most from new airline competition in Russia?

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Why Trade?

Introduction

The former Soviet Union, made up of 15 republics, had vast natural resources, and it was committed to mobilizing these resources for economic growth. It was handicapped, however, by its trade policies. Through the 75 years of the Soviet experiment, official Soviet attitudes toward trade varied, but there was an overall bias against trade with nations outside the Soviet bloc. In part, the anti-trade bias reflected Marxist-Leninist ideology, which rejected Western economists' arguments about the benefits of free trade. Today, the newly independent countries that made up the former Soviet Union are eagerly seeking out opportunities to import and export goods and services. Why the change? This lesson investigates how people benefit from trade, with special attention to the benefits of trade for today's transition economies.

Content Standard and Benchmark

Content Standard

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and it usually is true for trade among individuals or organizations in different nations.

Benchmarks

1. People voluntarily exchange goods and services because they expect to be better off after the exchange.
2. Free trade increases worldwide material standards of living.
3. Despite the mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons or because some companies and workers are hurt by free trade.
4. Voluntary exchange among people or organizations in different countries gives people a broader range of choices in buying goods and services.

Concepts

Trade, gains from trade, command economic system, market economic system

Objectives

1. Students identify benefits of free trade.
2. Students compare benefits of limited trade to those of open trade.
3. Students analyze effects of trade liberalization policies in two transition economies.

Lesson Description

Students participate in two rounds of a trading simulation, comparing severely restricted trade under the dictates of a central planner with open or global trade. They read a short article spelling out benefits of trade for transition economies.

Time Required

One class period

Materials

Visual 6.1	Comparing the Results of Trade
Activity 6.1	Trade Liberalization in Estonia and Ukraine

Supplies (for a class of 30)

One small brown paper bag for each student, and a total of about 150 pieces of small, individually-wrapped candies, such as peppermints, caramels, and assorted bite-sized chocolate candy bars. **(Note: If you do not wish to use candy, use other food items such as peanuts and sunflower seeds, or school supplies such as pencils and erasers.)** Make sure to have several varieties of candy (or other items). Prepare bags for Round 1 and Round 2 before class begins.

For Round 1: Put candy into five of the paper bags as follows. Use five pieces of one kind of candy (e.g., caramels) and ten pieces of a second kind (e.g., peppermints). Do not necessarily choose the most desirable varieties for Round 1. Distribute the candy unequally into the bags.

For example: Bag 1, one caramel; Bag 2, one caramel and two peppermints; Bag 3, two caramels and two peppermints; Bag 4, three peppermints; and Bag 5, one caramel and three peppermints.

For Round 2: Distribute the remaining candy unequally into the remaining bags. For example, put only one kind of candy in some bags; put a variety of candies in other bags. Make two or three bags with only one or two pieces of candy, and two or three bags with eight or ten pieces of candy.

Procedure

(If candy or other food is used, tell students not to eat it until the entire activity is finished, or until you give permission.)

1. Explain to the class that the purpose of today's lesson is to examine trade under central planning and under free trade conditions.
2. Ask for five volunteers (or choose five students) to come to the front of the room. The volunteers will demonstrate one method of trading goods and services. Announce that other students should observe what happens carefully, and that all students will take part in the second round of the activity.
3. Round 1: Restricted Trade Under Central Planning

   (1.) Give each student volunteer one of the five bags of candy prepared for Round 1. Announce that the volunteers are from different regions of a command economy, such as the former Soviet Union, and the contents of the bags represent what was produced in their region. (Make sure students understand that they are all from different parts of the same country.)

   (2.) Have each student display the candy in his or her bag, representing the production from their region of the country. Discuss the fact that not all regions are equally productive--some were able to produce more than others with the resources available.

   (3.) Appoint one of the five students to be the Central Planner. Announce that the Planner's job is to decide how to allocate the output (candy) among the people in the country (in this case the five volunteers, including the Planner). Remind students that the Soviet Union was a country dominated by the Communist Party, which in theory followed Marxist ideas, so many people will expect the goods to be distributed equally among the five volunteers. Tell the planner to distribute the goods among the five volunteers. Give him or her a few minutes to carry out this task. Make sure that other students in the class can hear what is said in the group.
4. When the group is finished, ask the Central Planner to explain how the goods were allocated.

   (The most likely result is that the Central Planner divided the goods equally. Using the example above, each student would end up with one caramel and two peppermints. If the Central Planner decided to keep more goods for himself or herself or for a friend, this is fine. Point out that many high-ranking Communist Party members in the Soviet Union received privileges not available to other people. If, however, the four students "revolt" against the decisions of the Central Planner, announce that the military is backing up the leader and his or her decisions are binding.)

   Ask the volunteers to put their candy (allocated to them by the Central Planner) in their bags and take their seats. Warn them not to eat the candy, because they need it for Round 2.
5. Discuss Round 1 by asking the following questions:

   (1.) How were decisions made about trade and distribution of the candy?

   (By the Central Planner. Students may add that the Central Planner followed the prevailing ideology of the economic system.)

Remind students that in the former Soviet Union most economic decisions about what, how, and for whom to produce were made by high-ranking officials in the Communist Party. The decisions included those about how goods would be traded and distributed among people, and whether goods and services would be imported and/or exported and at what prices. By contrast, in a market system such as the one in the United States, most economic decisions are made by individual producers and consumers, not by a central authority. Decisions about whether to import or export goods and services to foreign

countries are made by individuals running businesses, in hope of making profits. Prices are determined in markets by supply and demand. Students may wish to discuss advantages and disadvantages of both systems at this point.

(2.) Were students made better off or worse off by the actions of the Central Planner?

(Answers will depend on how you distributed the candy in the bags, and the decisions of the Central Planner. If you followed the example above, and if the goods were allocated equally, one student would clearly be better off, two worse off, one equally well off, and the other response would depend on the preferences of the student. Make sure students realize that it is not only the number of pieces of candy they end up with that matters; somebody might strongly prefer peppermints to caramels, for example, and prefer having one peppermint to two caramels.)

(3.) Was this allocation method fair?

(Answers will vary. Some students will probably say that it is fair because no one is really better off than anyone else, or something to this effect. Others may say that it is not fair because people who are more productive should not have to support those who are less productive.)

(4.) How might this type of system affect incentives to produce in the future?

(If people know that they will not benefit personally from what they produce, they might not have an incentive to work hard. Production may be lower than it would be under a system with more economic freedom.)

6. **Round 2: Free Trade.** Distribute the remaining bags to the rest of the class while you announce that all students may now take part in a different trading exercise. Countries in the former Soviet Union have declared their independence, and they are now seeking trading opportunities with the rest of the world, represented by the rest of the class. Trade is no longer controlled by a central planner. Tell students that they will have five minutes to exchange goods with whomever they wish. Students may ask if they must trade. The answer is no: all trade is voluntary. Encourage students to get out of their seats, and allow about five minutes for trading to take place.

7. Ask students to return to their seats, and discuss Round 2 by asking the following questions:

(1.) How many people traded?

(Answers will vary.)

(2.) Why did you trade?

(Students who traded will probably explain that they expected to be better off after the trade. They decided to trade because they may have wanted a different type of candy, or a wider variety of candy, and they obtained the candy from someone who valued it less. Such voluntary exchanges lead to mutual gains. If any students decided not to trade, they probably did not think that trading would make them better off. Perhaps someone wanted to trade but could not because he or she could not agree with a trading partner on mutually beneficial terms of trade.)

(3.) Of those who did trade, how many were better off after the trade?

(Here, all students who traded will usually report that they were better off. If anyone says that he or she was worse off, point out that, because trading was voluntary, he or she should not have traded unless he or she expected to be better off. If a student reports that he gave away candy or "traded at a loss" because he felt sorry for someone who didn't have very much, this should have made the donor feel better off--or, rationally, he shouldn't have done it. The point made here, that voluntary trade typically makes both trading parties better off, is a very important conclusion about the benefits of free trade. Free trade is a "win-win" situation.)

(4.) Tell students that the initial allocation of candy in the bags was unequal, thus representing the unequal distribution of resources and productivity levels among nations. Ask if any students who were given only a few pieces of candy traded

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with any students who were given a lot of candy, and ask if they were both better off after the trade.

(It is likely that some trade took place between "poorer" students and "wealthier" students. Again, if trade was voluntary, both should be better off after the trade. This should demonstrate that large, wealthier countries can benefit from trading with smaller, poorer countries and vice versa.)

(5.) Compare Round 2 with Round 1. Use Visual 6.1 as a framework for organizing students' comments. Encourage students to bring up the following points:

Economic freedom: In Round 2, individual students made decisions about trade based on the values they placed on the different kinds of candy. Because people had different tastes and preferences, trade could make both parties better off. In Round 1, the Central Planner made decisions about trade.

Gains from trade: In Round 2, all students who traded were probably better off, or they would not have agreed to trade. In Round 1, some people were better off but others were worse off after the candy was reallocated.

Wider varieties of goods: More types of goods were available in Round 2. This is an advantage of global trade, compared to the more local trade in Round 1.

Problems with different initial endowments: In both rounds, students were initially given different amounts of candy in the bags. This could represent different standards of living in countries in the real world. Students who received less candy may complain, pointing out that they would have been better off with a central planner who would distribute everything equally. This is a valid observation. You could also bring up the topic of foreign aid by asking if any students with more candy would like to donate to others.

(6.) Does everyone in a country benefit from free trade?

(Although this activity points to the benefits of free trade, some people do lose as a result of international trade. Those who lose are usually people who work in domestic industries whose products cannot compete with lower-priced imports. Consumers may prefer to buy the less-expensive imports, but in that case domestic workers might lose their jobs and have to look for new ones. Although the gains to consumers outweigh the losses to domestic producers in inefficient industries, countries sometimes impose trade restrictions to protect workers in the affected industries. In these cases, consumers lose, because they pay higher prices for the protected goods, and so do workers and owners of firms whose sales would have increased if freer trade had been permitted.)

8. Distribute a copy of Activity 6.1 to each student. Activity 6.1 explains the advantages of trade for the transition economies, drawing on examples from Estonia and Ukraine--countries that recently have had widely differing policies toward trade. Activity 6.1 also draws upon the idea of comparative advantage, although it does not use the term. *Comparative advantage* is the principle that trade is beneficial for a country if it can produce a good more efficiently, or at a lower opportunity cost, than a trading partner can. Comparative advantage explains why countries specialize in producing some goods while trading with other countries to get other products.

9. After completing the reading, students should answer the questions in writing, on their own or in small groups.

Answers to the questions will vary. Suggested answers follow:

(1.) According to Activity 6.1, how might the transition economies benefit from free or open trade?

(Countries benefit from specializing in goods that they produce at lower cost, from being able to obtain a wider variety of goods, from importing lower-priced goods, from jobs created in import and export industries, and from more economic freedom.)

(2.) Compare Estonia's trade policies to those

of Ukraine. What were some results of these different approaches to free trade?

(Estonia removed all trade barriers very soon after it gained independence. This introduced competition, thus raising the quality of Estonia's exports, making them desirable to people in Western countries. Revenues from exports have allowed Estonians to import, raising their standard of living.

(Ukraine was slow to remove trade barriers after independence. The government continued to control prices and exports, which restricted imports due to a lack of foreign currency. This caused declines in trade and GDP. Trade reforms were introduced late in 1994.)

(3.) What parallels do you see between the information in Activity 6.1 and the trade simulation that was conducted in class? Make specific references to Round 1 and Round 2 of the simulation.

(Students may compare the situation in Ukraine with trade in Round 1, and the situation in Estonia with open trade in Round 2. Some of the benefits of trade mentioned in Activity 6.1 were demonstrated in the simulation--e.g., such as being able to obtain a wider variety of goods, and trade making people better off.)

Closure

Review the main points of the lesson. Ask: Why do countries trade?

(Countries trade because they expect to be better off. Trade allows people to consume more goods and a wider variety of goods than they can produce at home, and it enables consumers to benefit from lower prices.)

How did Estonia and Ukraine differ in their approach to open trade?

(Estonia rapidly eliminated barriers to trade. This resulted in improved quality of goods and an improved standard of living through competition. Ukraine was slow to remove barriers after independence. The government continued to control prices and exports, which restricted imports due to a lack of foreign currency. This resulted in a decline in the standard of living.)

Assessment

Multiple Choice Questions

1. A result of voluntary trade between two countries is that
   a. one country will gain but the other country loses
   *b. both countries can gain
   c. both countries will lose
   d. both countries always remain as well off as they were to begin with--neither better off nor worse off
2. After declaring independence from the U.S.S.R., Estonia
   *a. rapidly eliminated most trade barriers, resulting in growth of GDP
   b. was very slow to eliminate most trade barriers, resulting in growth of GDP
   c. rapidly eliminated most trade barriers, resulting in declines in GDP
   d. was very slow to eliminate most trade barriers, resulting in declines in GDP

Essay

Discuss how countries can benefit from free trade. In your answer, make specific references to your participation in the trade simulation and to Activity 6.1.

(Countries trade because they expect to be better off. Trade enables people to consume more goods and/or a wider variety of goods than they produce at home, and to do so at lower prices. Trade can be a "win-win" situation for both large and small countries. For transition economies, the advantages of eliminating trade restrictions can be seen by comparing Estonia to Ukraine. Estonia's rapid elimination of trade restrictions resulted in improved quality of goods through competition, and to an improved standard of living and growth in GDP through export expansion.)

Student Project

Assign students to groups to investigate trade policies in transition economies other than Estonia and Ukraine. Did the nations move swiftly or slowly to open trade relations? What were the benefits and the costs of the selected trade policy? Ask students to present their findings to the class as group projects. After all groups have completed their presentations, have students draw comparisons about the relationship between free trade and economic growth in transition economies.

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Visual 6.1

Comparing the Results of Trade

	Round 1	Round 2
Economic Freedom		
Grains from Trade		
Variety of Goods		
Problems with Different Endowments		

From *Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes.* © National Council on Economic Education, New York, NY

Activity 6.1

Trade Liberalization in Estonia and Ukraine

Directions:

The reading below has been adapted from Chapters 2 and 9 of *World Development Report 1996: From Plan to Market*, published for the World Bank by Oxford Univer-sity Press. As you read, prepare to answer the Questions for Discussion at the end.

Transition and the World Economy

The global market that transition economies are reentering is an increasingly integrated one, involving more countries and more trade than ever before. World trade has grown far faster than global output in the past 15 years. Meanwhile a common set of overarching rules and institutions--including most prominently the new, 110-member World Trade Organization--has evolved to support even faster integration and to resolve trade disputes. Developing countries, including transition economies, play an increasingly active part in this globalized economy. Exports and imports as of 1997 account for 43 percent of developing countries' GDP, compared with 33 percent 10 years earlier. After years of isolation, transition economies may stand to gain even more from international integration than other developing countries.

For transition economies (and all economies, for that matter), the economic benefits of moving into the world market are enormous. Trade enables countries to specialize in the production of goods and services that they can produce most efficiently, so scarce resources are not wasted. Through trade, people in a given country obtain goods that they want but do not produce at home. Goods and services produced at a lower cost in foreign countries may be imported and purchased for lower prices than the price of goods produced at home. Businesses producing goods to export may open or expand. Thus people in countries that engage in free or open trade are able to consume more goods and a wider variety of goods at lower prices, compared to a situation with limited trade or no trade. Additionally, jobs are created and profits are earned by successful import and export businesses.

Exports, which were repressed under communism, are a major engine of growth in transition economies. The production of goods for export provides jobs for people in transition economies, and these people then have money to spend on other goods and services. Overall, the eastern European countries have been strikingly successful at opening their economies and orienting their exports toward world markets. Despite early skepticism, many transition countries have rapidly diversified their exports and have been able to export to the West despite formerly perceived "quality barriers."

Opening up or "liberalizing" trade in transition economies involves moving away from state-controlled trading and relaxing barriers--such as import duties and export controls--to trade. Capital, goods, and ideas may then cross borders in response to supply and demand, rather than at the direction of a central planner. This new economic freedom fuels growth in productivity, trade volumes and national income. The cases of Estonia and Ukraine demonstrate the advantages of trade liberalization.

Trade Policy and Performance: Estonia and Ukraine Illustrate the Link

Estonia and Ukraine have pursued diametrically different trade policies. Their trade performance and overall economic performance have varied accordingly.

Rapid trade liberalization pays off. Estonia formally declared its independence from the U.S.S.R. on August 20, 1991, and almost immediately it sought to open up trade with the West. By the end of 1992, Estonia had removed virtually all export barriers, eliminated all quantitative import restrictions, kept only a few lower import tariffs, and made its new currency fully convertible into foreign currencies for trade purposes.

Activity 6.1, continued

Import liberalization introduced world-relative prices into Estonia for tradable goods. And radical export liberalization--a policy that distinguished Estonia from most other European transition economies--allowed a rapid reorientation of trade, accelerated adjustment to western quality standards, and boosted hard-currency export revenues. "Hard currency" refers to currency (such as the United States dollar, French franc or German mark) that is readily acceptable in foreign exchange markets, in part because of the stability of the country issuing it. It is beneficial for people in transition economies to be able to export goods to countries that pay in hard currency because they know that they will be able to use the currency to pay for imports.

More than half of Estonia's exports now go to western Europe, and close to two-thirds of its imports come from there. Export growth contributed 11 percentage points a year to GDP growth in Estonia during 1992-94. Even if one corrects for Estonia's special advantages over other former Soviet republics--close ties with Finland, proximity to western Europe, and Baltic Sea ports that have boosted legal and illegal trade--its export performance, as of 1997, has been phenomenal. In part because of this, Estonians enjoy one of the highest standards of living among the transition economies.

Slow trade liberalization imposes high costs. Ukraine declared its independence from the U.S.S.R. on August 24, 1991, only three days later than Estonia. However, Ukraine maintained many price and trade controls until the fall of 1994. State-controlled trade remained intact, governed by an extensive network of bilateral trade agreements with former Soviet Republics and other countries in the former Soviet bloc. Under these conditions, businesses in Ukraine could not import or export freely, and prices could not respond freely to forces of supply and demand.

Government controls kept domestic prices below world prices. Tight export controls (including licenses and quotas) were used to prevent producers from selling subsidized goods abroad. Exporters had to surrender foreign exchange earnings to the government and suffer losses. The import regime remained officially open or liberal, but buyers lacked foreign currency to pay for foreign goods, so imports into Ukraine were restricted.

Ukraine's policies proved counterproductive. The intergovernmental agreements with former Soviet bloc countries failed to stem a decline in trade. These agreements also precluded one of the advantages of trade--that of being able to import a variety of goods from different parts of the world, especially the West. Western Europe accounted for less than 20 percent of Ukraine's total trade in 1994. Isolation from world markets delayed enterprise adjustment and perpetuated inefficiencies. Exports fell, contributing to a decline in total output during 1992-94, and large trade deficits contributed to a spiraling depreciation of the currency and economic destabilization.

In 1994 Ukraine introduced reforms, including price liberalization (letting supply and demand rather than the government determine prices) and the elimination of most direct export controls. This resulted in growth in exports in 1995. As of 1997, Ukraine remains behind other former Soviet republics in economic growth and standard of living, in part because of its hesitancy to relax state-imposed trade restrictions soon after independence.

Questions for Discussion

1. According to the reading, how might transition economies benefit from free or open trade?
2. Compare Estonia's trade policies to those of Ukraine. What were some results of these different approaches to free trade?
3. What parallels do you see between the information in the reading and the trade simulation that was conducted in class? Make specific references to Round 1 and Round 2 of the simulation.

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Why Middlemen Matter:

The Role of Financial Institutions in a Market Economy

Introduction

In the Soviet Union, there were no commercial banks. "Under central planning, banks were mere accounting agencies, passively taking in household deposits (which was often the only asset households could hold) and keeping track of financial transactions that corresponded to allocations under the plan" (*World Development Report 1996: From Plan to Market*, World Bank/Oxford University Press, p. 98).

In the transition economies, privatization means that firms must find ways to finance their investment in plants and equipment, and to cover other start-up costs. Yet many of the financial institutions that are common in advanced market economies do not exist or exist only in rudimentary form in the transition economies. The transition nations therefore must develop private commercial banks, securities markets, insurance companies, investment banks, and other financial institutions. Almost all the transition economies have begun to develop these financial institutions, but their path has been winding and occasionally treacherous. This lesson will show students why financial middlemen matter in making the transition to a growing, productive economy.

Lesson Description

Students participate in a simulation and analyze two case studies emphasizing the importance of the development of financial institutions in the transition economies.

Content Standard and Benchmark

Content Standard

Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution--clearly defined and enforced property rights--is essential to a market economy.

Benchmark

Banks and other financial institutions channel funds from savers to borrowers and investors.

Concepts

Banks, financial institutions, interest rates, investment, search costs, middlemen

Objectives

1. Students explain why financial institutions are important in a market economy.
2. Students describe how financial institutions contribute to economic growth in a market economy.
3. Students explain how financial institutions reduce search costs in a market economy.
4. Students examine problems caused by the lack of financial institutions in the transition economies.

Time Required

One class period

Materials

Visual 7.1	Resource Prices
Visual 7.2	The Role of Financial Institutions
Activity 7.1	Dollars and Promissory Notes
Activity 7.2	Resource Cards
Activity 7.3	Reforming Russia's Banks

Procedure

1. Tell the students that they are going to learn how entrepreneurs start a business. They will find out about some of the difficulties entrepreneurs face when starting a business. They will begin this lesson with a simulation activity.
2. Before class, prepare materials for the simulation. From Activity 7.1, copy and cut out

18 worker cards, 9 machine cards, and 3 factory cards. From Activity 7.2, copy and cut out $600 in money and about 40 promissory notes. You will use only 30 notes, but the students may mess a few up.

3. Choose three students to be entrepreneurs. Distribute the $600 among all the students, including the entrepreneurs. This money represents savings held by individuals in this economy. Money does not have to be distributed equally; students may have different amounts. Also distribute the 18 worker cards, 9 machine cards, and 3 factory cards among the students. ***The entrepreneurs do not receive any of these cards.***

4. Explain the rules of the simulation.

   (1.) The goal is for the three entrepreneurs to start businesses. In order to do this, each entrepreneur needs to purchase workers, machines, and a factory.

   (2.) Display Visual 7.1, which shows the prices of each resource. Write the prices on the chalkboard.

   - A worker card costs $5.
   - A machine card costs $20.
   - A factory card costs $100.

   (3.) Continue to display Visual 7.1. Explain that in order to start a business, an entrepreneur needs to acquire six worker cards, three machine cards, and one factory card. The entrepreneurs will have to buy the cards from the other students.

   (4.) The entrepreneurs will have to borrow money in order to buy the required cards. They will have to pay interest in order to give savers an incentive to lend their money. In order to borrow money, the entrepreneurs will have to sign promissory notes with lenders. A promissory note is a loan agreement whereby a borrower promises to pay back a loan and also to pay interest. Stack the blank promissory notes on your desk. When the entrepreneurs borrow money, they should obtain a promissory note and write the amount borrowed, the interest rate, and the lender's name on the note. The lenders keep the signed promissory notes. Each entrepreneur should keep track of how many notes she or he has outstanding, the amounts, and the interest rate.

   (5.) Explain that the winning entrepreneur will be the student who first obtains all the necessary resource cards. The winning lender will be the student who receives the highest average interest rate. To find the average interest rate at the end of the round, lenders should add up the interest rates on their promissory notes and divide by the number of notes.

5. Let the game begin. Allow about 10 minutes for the entrepreneurs to visit individual class members in order to try to borrow their savings, write promissory notes, and then purchase the necessary worker, machine, and factory cards to open a business. It is unlikely that any entrepreneur will have collected enough cards in this time period.

6. Explain to the entrepreneurs that they are probably frustrated because they are taking so long to complete the task. Ask what seems to be the problem. (Expect answers such as they don't know who has the money, they don't know who has the resource cards, they have to negotiate a rate of interest with each lender, and it takes time to fill out the promissory notes and sign them.)

7. Explain that the situation demonstrated in this activity is much like the situation in many of the transition economies. Few financial institutions have been developed to make it easier to obtain savings from individuals in order to have enough money to purchase the resources it takes to begin a new business.

8. Explain to the class that you are going to open a bank. Set a high enough interest rate to coax several students into giving you their savings. Give them promissory notes in return. Ask one of the entrepreneurs to come to the front of the room. Interview the entrepreneur as if you were a bank loan officer. Ask questions: How much money would you like? What kind of a factory are you thinking of opening? Why should I have confidence that you will be able to repay the loan with interest? Lend the entrepreneur the money. Ask the entrepreneur to sit down and thank him or her for participating.

9. Ask: How does the existence of a bank make it easier for an entrepreneur to open a business?

   (The entrepreneur does not have to contact each individual in order to borrow the money necessary to begin a business.)

10. Tell the students that they have described "search costs." A modern economy is more efficient if search costs can be reduced. How could they be reduced for businesses?

    (Possible answers include businesses can borrow money from banks and sell stocks and bonds.)

11. Project Visual 7.2 and explain the following:

    (1.) In a market economy, businesses do not usually borrow resources directly from households.

    (2.) Instead, households save part of their income. They put their savings into financial institutions such as banks, credit unions, the bond market, the stock market, insurance companies, and mutual funds. In other words, individuals pool their savings with financial firms which then provide funds for businesses to borrow.

    (3.) Businesses borrow these funds from financial institutions in order to buy resources.

    (4.) Businesses pay interest to financial institutions for the use of the funds they borrow. Financial institutions pay part of this interest to households as an incentive to save their money with the financial institution.

    (5.) In other words, financial institutions are middlemen, and in a market economy middlemen reduce search costs. Reducing search costs makes the economy more efficient.

12. Now explain that in Soviet command economies very few financial institutions existed. In the transition economies many state-owned banks and businesses have been privatized. Now households have an incentive to save and businesses have an incentive to borrow. However, many of the new banks and other financial institutions are shaky and unregulated. Stock and bond markets are just beginning to develop. This causes problems, and many people still do not trust these new financial institutions.

13. Have the students read Activity 7.3 and answer the questions at the end of the reading.

14. Discuss the answers to the questions:

    (1.) How did government-owned banks hurt the Russian economy?

    (Savers had fewer incentives to save, and businesses received loans based on politics rather than the profitability of the business. Government-owned banks caused economic inefficiencies and retarded economic growth.)

    (2.) How does competition in banking help consumers, businesses, and the economy?

    (It improves economic efficiency.)

    (3.) Why should a central bank have political independence?

    (So it can control the money supply and regulate banks without having politicians make risky changes based on short-term benefits.)

    (4.) True, false, or uncertain, and why? "The government should never allow a bank to fail because the failure would hurt too many people."

    (False. Weak, poorly managed banks must fail if the banking system is to be efficient. Individual deposits might be protected in case of failure by deposit insurance, although too much insurance encourages consumers to put money in weak banks that pay high rates of interest. For example, deposit insurance in the United States contributed to widespread failures of savings and loan associations in the 1980s.)

Closure

1. Ask students to describe the role of financial institutions in a market economy.
2. Ask students to explain how weak financial institutions have hurt transition economies.

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Assessment

Multiple Choice Questions

1. What is the role of a financial institution in a market economy?

   *a. To move money from savers to borrowers

   b. To charge high interest rates to savers who have more money than borrowers

   c. To pay high interest rates to borrowers so they can have more money

   d. To act as record-keeping agencies taking money from depositors and spending the money on government projects

2. What are search costs?

   a. The cost of government investments

   b. The wages received from businesses

   c. The costs associated with establishing banks

   *d. The costs of bringing buyers and sellers together

Essay

How does a banking system help an economy? (Banks provide convenient ways for savers to save--earning interest--and for borrowers to borrow, paying interest. Savings are necessary to provide funds for investment in capital goods. Investment helps an economy grow. Banks channel the savings of households to businesses so capital goods can be purchased for new investment projects. Capital goods increase the production of goods and services in an economy, improving the standard of living.)

Student Project

Have the students go to a local bank, savings and loan, or credit union to interview the manager. They should obtain information enabling them to answer the following questions.

1. What are the services the financial institution offers?
2. How does the financial institution make a profit?
3. How would your family's life be different if these financial institutions did not exist?

Visual 7.1

Resource Prices

- A worker card costs $5.
- A machine card costs $20.
- A factory card costs $100.

In order to start a business, an entrepreneur needs to acquire

6 worker cards

3 machine cards

1 factory card

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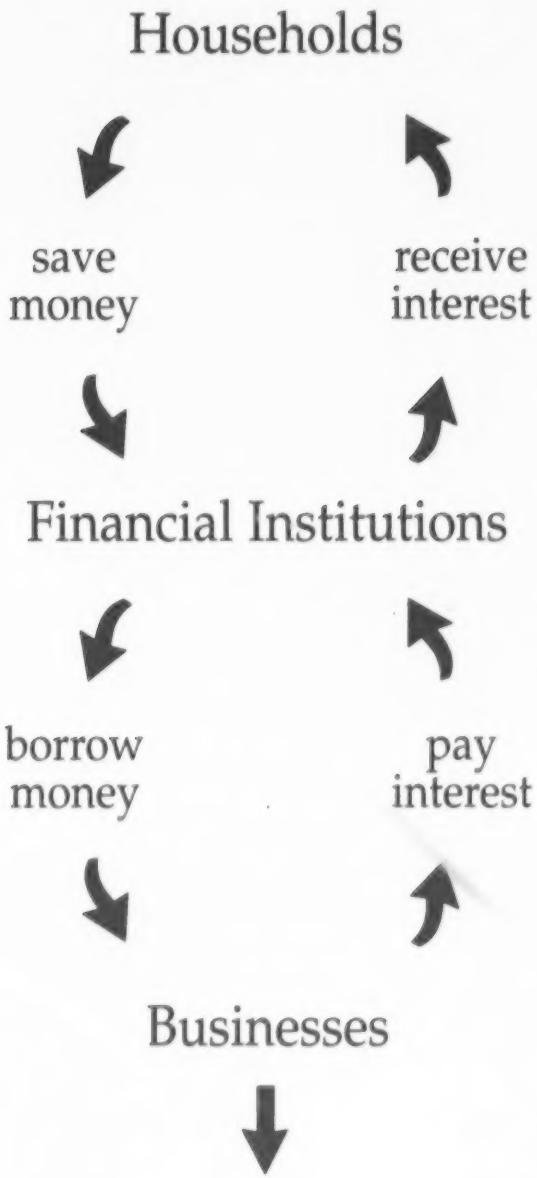
Visual 7.2

The Role of Financial Institutions



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Activity 7.1

Dollars and Promissory Notes

PROMISSORY NOTE

I Borrowed $_____.00

from_____(lender)

at _____% interest.

_____

Name

PROMISSORY NOTE

I Borrowed $_____.00

from_____(lender)

at _____% interest.

_____

Name

PROMISSORY NOTE

I Borrowed $_____.00

from_____(lender)

at _____% interest.

_____

Name

PROMISSORY NOTE

I Borrowed $_____.00

from_____(lender)

at _____% interest.

_____

Name

Activity 7.2

Resource Cards

Worker	**Worker**
Worker	**Worker**
Worker	**Worker**
Machine	**Machine**
Machine	**Factory**

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Activity 7.3

Reforming Russia's Banks

Under Soviet central planning, all banks were owned by the government. These banks were record-keeping agencies, taking in people's deposits and sending them (as loans) to government-owned businesses. The government also decided who would receive the loans; the decision was usually based on a five-year central plan. The interest rate paid to depositors and the interest rate charged to the state-owned businesses were set by the government. Depositors had to accept the government's deal because they were forbidden to hold other financial assets.

Soviet banks offered few of the services offered by private banks. There were no checking accounts, no cash machines, no lines of credit, no auto loans, no variety in types of business loans, no household mortgages, no traveler's checks, no foreign exchange, and no credit cards.

The lack of services was only one problem with government-owned banks. In private banking, markets determine interest rates and market forces move money to its most efficient use. But with state-owned banks, political power determines who gets loans. In addition, state-owned banks give total financial control to government lenders. Government bankers don't have the worries of private bankers. They are monopolies protected from competition. Thanks to government subsidies, they are guaranteed a longer life than the Energizer Bunny.

As of 1997, some banks in Russia are still government-owned, but they now have to compete with more than 2,500 privately-owned banks. These new banks provide western-style services such as checking accounts and lines of credit. Many of these private banks are very successful.

Others, however, are troubled or even close to collapse. *The Economist* says most of them are no more than "pocket-sized parasites." According to *The Economist*,

> Many [banks] have sunk their money into grandiose head offices. Their main income came from speculating against the rouble, until the stabilizing of the exchange rate last July put an end to that racket and helped to provoke a banking panic in August. Since then, much of the banking system has been kept afloat by income from absurdly high-yielding government debt pumped out by the central bank mainly for the industry's benefit. (April 20, 1996, p. 66)

The biggest challenge for the Russian government is switching from being a banker to being an effective regulator of banks. Another change should be to provide political independence to the government's central bank, which should regulate other banks and protect against inflation by restricting the growth of the nation's money supply. In the United States, the Federal Reserve Bank regulates private commercial banks and other financial institutions. Congress and the President have given the "Fed" a great deal of political independence.

Many of Russia's inefficient commercial banks must be allowed to fail as competition subjects them to the rigors of the market. At the same time, the market's process of creative destruction must not undermine the Russian people's faith in private banking.

Source: "Of Bankers and Bullets," *The Economist*, April 20, 1996, p. 60.

Questions for Discussion

1. How did government-owned banks hurt the Russian economy?
2. How does competition in banking help consumers, businesses, and the economy?
3. Why should a central bank have political independence?
4. True, false, or uncertain, and why? "The government should never allow a bank to fail because the failure would hurt too many people."

Resisting the Siren Song of Inflation

Introduction

The transition economies have provided a laboratory for analyzing the causes and effects of inflation. In most of the transition economies, market reforms turned high *repressed* inflation into high *open* inflation, which was then exacerbated by too much growth in these nations' money supplies. As usual, high inflation created winners and losers, thus increasing social unrest.

Lesson Description

Students participate in a simulation, use a demonstration to illustrate the causes of inflation, and apply their new knowledge about the transition economies by answering questions related to two readings.

Content Standards and Benchmarks

Content Standards

1. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power.
2. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future price changes.

Benchmarks

1. The costs of inflation are different for different groups of people. Unexpected inflation hurts savers and people on fixed incomes; it helps people who have borrowed money at a fixed rate of interest.
2. Inflation imposes costs on people beyond its effects on wealth distribution because people devote resources to protect themselves from unexpected inflation.

Concepts

Prices, inflation, money supply, monetary equation of exchange, redistributional effects of inflation

Objectives

1. Students demonstrate how increasing the money supply increases the rate of inflation.
2. Students explain the monetary equation of exchange.
3. Students analyze the causes and effects of inflation in the transition economies.

Time Required

One and one-half class periods

Materials

Visual 8.1	The Monetary Equation of Exchange
Activity 8.1	Fast-Food Cards
Activity 8.2	Bukobucks
Activity 8.3	Inflation in Transition Economies
Activity 8.4	Redistribution through Inflation

- 5 pieces of poster board
- Prizes for the winners of the simulation

Procedure

1. Tell the students that this lesson is about inflation. They will learn what inflation is, its causes and its effects. They will use their new knowledge to analyze the effects of inflation on nations that are moving from command to market economies.
2. Tell the students you are going to play a game. Half of the class will sell fast food, and half will buy fast food. Use Activities 8.1 and 8.2; cut out enough cards for your class. Here are the rules of the game:
   - SELLERS receive one burger card, one french fries card, and one cola card.
   - SELLERS can sell cards separately or all three together.
   - The SELLER who has the most money at the end of the game is the winner and receives a small prize.

- BUYERS receive $12.
- A BUYER must purchase an entire fast-food meal to win. The BUYER who has the most money left after buying a meal is the winner and receives a small prize.
- All transactions must be in single dollars.

3. Play round one of the game. Allow about three minutes.
4. At the end of round one, identify and reward the winning buyer and winning seller.
5. Ask all sellers how much they sold their entire meal (burger, cola, fries) for. Total the prices and divide by the number of sellers. This is the average price of a fast-food meal.
6. Before playing round two, give each buyer $24. Each seller still receives one burger card, one french fries card, and one cola card.
7. Play round two. Allow about three minutes.
8. Again, ask sellers what they got for their meals and find the average price of a fast-food meal.
9. Ask the students why the price of a fast-food meal increased.

   (The buyers had more money, while the sellers had the same amount of burgers, french fries, and colas.)

10. Ask the students what inflation is.

    (Emphasize that inflation is a general rise in the price level. The fast food represented all the goods and services in this classroom economy. An increase in a single price is not inflation, and some prices may even decline during inflation. However, when the average price level of a nation increases, there is inflation.)

11. Project Visual 8.1 and explain it. M is the money supply in circulation, and V is the velocity of money. Velocity is the average number of times per year a dollar is spent on goods and services. M x V equals the amount of money spent on final goods and services. P is the price level, and Q is the quantity of goods and services. P x Q is the total amount of money received for goods and services. This equation of exchange expresses the quantity theory of money, which states that changes in the money supply (the left-hand side of the equation) are directly related to the changes in the price level (the right-hand side of the equation).
12. Now tell the students that you will demonstrate the monetary equation of exchange. Choose five students and give each one a piece of poster board. Each piece has a single symbol from the monetary equation of exchange on it. The symbols are: M, V, =, P, Q.
13. Line up the five students to represent the equation of exchange: MV = PQ.
14. Have all five students do a deep knee bend.

    (1.) Tell M to stand up--to indicate an increase in the money supply.

    (2.) Ask P what he or she should do if Q and V do not change.

    (Stand up. Why? An increase in money supply will mean an increase in price level if nothing else changes.)

    (3.) Ask all students to do a deep knee bend again.

    (4.) Tell the students that the velocity of money is not really constant. It decreases during recessions because people are afraid to spend too much money. It increases during inflation as people try to beat price increases.

    (5.) Tell V to rise and M and Q to stay the same. What happens to P? **(It rises.)** Tell V to move down. What happens to P? **(It should move down.)** You could have V and P do a dance--up, up, down, down.

    (6.) Ask the students to do another deep knee bend.

    (7.) Ask M to move up a little. Have Q move up to the same level. V and = stay down.

    (8.) Ask P what he or she should do now.

    (Stay put, because M and Q are in balance.)

15. Discuss what the five students have demonstrated.

    (1.) What happens to inflation if you increase the money supply and the quantity of goods and services and the velocity of money does not increase?

    (Prices rise; there is inflation.)

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(2.) What happens to inflation if the money supply and the quantity of goods and services stay the same but the velocity of money increases?

(Prices rise; inflation increases.)

(3.) Monetarists believe you can predict changes in the velocity of money. Other economists disagree. What difference does it make whether you can predict changes in the velocity of money?

(If V is predictable, it is possible to control inflation by controlling the money supply.)

(4.) What happens to inflation if the quantity of goods and services increases and the money supply increases by the same amount?

(There should be little or no inflation.)

16. Explain that according to the quantity theory of money, any change in the supply of money will lead to a proportional change in the price level if the velocity of money and the quantity of goods and services do not change. The cause of inflation in this context is too much money chasing too few goods.

17. Distribute Activity 8.3 and Activity 8.4; tell the students to read them and write out the answers to the questions for use in class tomorrow.

18. Discuss the answers to the questions in Activity 8.3.

(1.) What happened to inflation when planned economies began their transition to market economies?

(It increased greatly.)

(2.) What happened to the rate of inflation as countries moved farther toward a market economy?

(It slowed down.)

(3.) Which group of countries has increased the share of output in its private sector the most?

(Group 1, followed closely by Group 2.)

(4.) Which group of countries has increased the share of output in its private sector the least?

(Group 4.)

(5.) Which group of countries had the smallest increase in the money supply?

(Group 1.)

(6.) Which group of countries had the largest increase in the money supply?

(Group 4.)

(7.) If a delegation of Group 4 countries asked you for advice on how to decrease their 1,547 percent annual inflation rate, what would you tell them?

(Decrease growth of the money supply and privatize more businesses.)

19. Discuss the answers to the questions in Activity 8.4.

(1.) Why are savers hurt by unanticipated inflation?

(Their savings buy less because prices are higher. Unless they receive an annual interest rate higher than the annual percentage rise in inflation, the value of their savings decreases.)

(2.) Why are borrowers helped by unanticipated inflation?

(If they have a fixed annual interest rate less than the annual rate of inflation, they repay their debt with money that is worth less than the money they borrowed.)

(3.) Why are older people living on fixed-income pensions hurt by unanticipated inflation?

(Their fixed incomes buy less as prices rise.)

(4.) What is meant in Activity 8.4 by the statement that "The inflation tax took a quarter of household income"?

(The greater-than 25 percent decrease in the buying power of households is similar to the government increasing taxes on income and wealth by that amount.)

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(5.) Did Russian inflation hurt younger or older people more? Why?

(Older people, because they usually had more savings than young people and their incomes usually increased less.)

(6.) Why were poor people in Russia hurt more by inflation than rich people?

(Rich people were more likely to hold financial assets and currencies from other nations, and these assets and currencies were not hurt by Russian inflation.)

Source: The idea for the MV = PQ simulation comes from Steven Miller, The Ohio State University.

Closure

Summarize the lesson, emphasizing the following points.

1. Hyper-inflation is caused by increasing the money supply too much. According to Milton Friedman, "Inflation is primarily a *monetary phenomenon*, produced by a more rapid increase in the quantity of money than in output" (Milton and Rose Friedman, *Free to Choose*, New York, Harcourt Brace Jovanovich, 1980, p. 264).
2. Inflation creates winners and losers and therefore causes divisions in society. The winners think they are smart while the losers blame forces beyond their control.
3. For the transition economies to get inflation under control, a first step is to reduce the rate of increase in the money supply.

Assessment

Multiple Choice Questions

1. What is the major cause of inflation in the transition economies?
   a. Government's failure to enforce price controls
   *b. Large increases in the money supply
   c. The privatization of government-owned businesses
   d. An increase in retirement pensions
2. Which group in Russia was hurt the most by inflation?
   a. Businesses that borrowed money to finance expansion
   b. Rich people who invested in foreign currencies
   c. The government, which could not collect as many taxes
   *d. Retired people living on fixed pensions

Essay

What steps should a transition economy take to reduce its inflation rate?

(Decrease the growth of the money supply and privatize businesses to encourage competition.)

Student Project

Research one of the countries represented in Activity 8.3. Answer these questions:

1. Has the inflation rate been increasing or decreasing compared to past years?
2. Is the standard of living increasing or decreasing?
3. Is the country making progress in its fight against inflation?

Visual 8.1

The Monetary Equation of Exchange

MV = PQ

M = Money Supply

V = Velocity of Money

P = Price Level

Q = Quantity of Goods and Services

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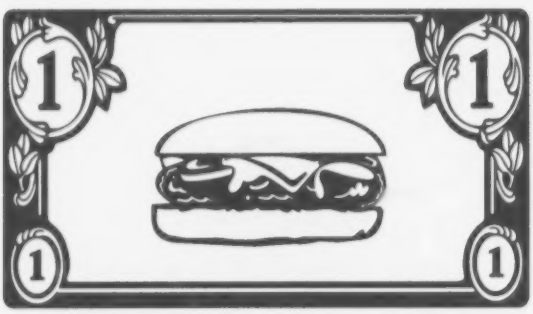
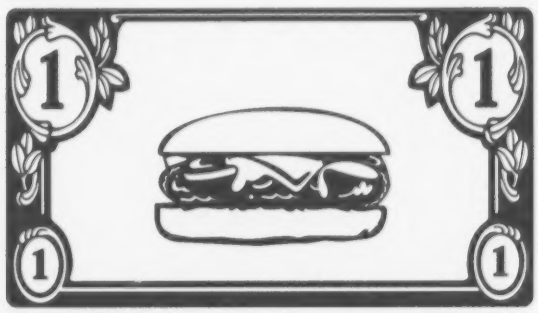
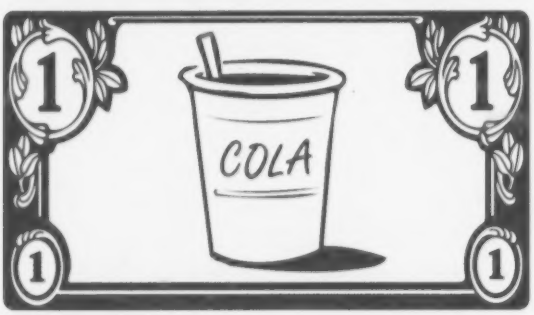
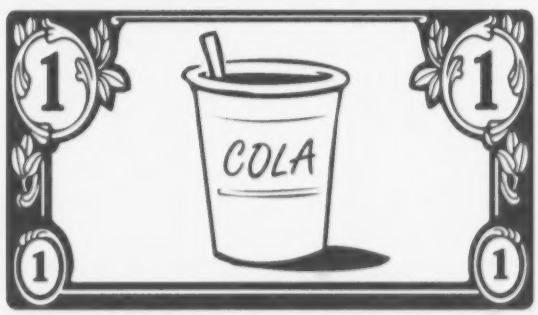
Activity 8.1

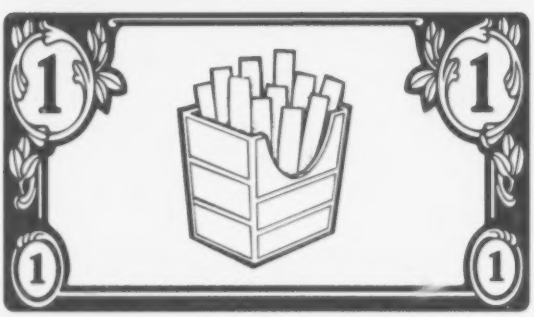
Fast-Food Cards

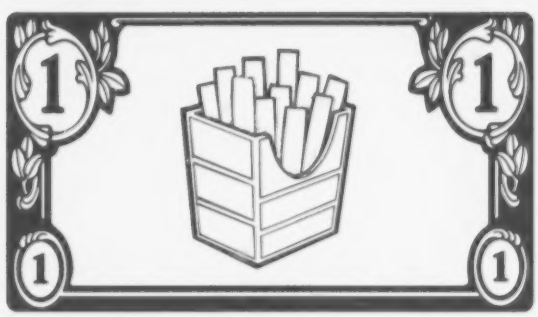












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Activity 8.2

Bukobucks

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Activity 8.3

Inflation in Transition Economies

Part 1:

Examine the following data so you can draw some conclusions about inflation in counties moving from command economies to market economies.

Figure 1 Private sector output as a share of GDP

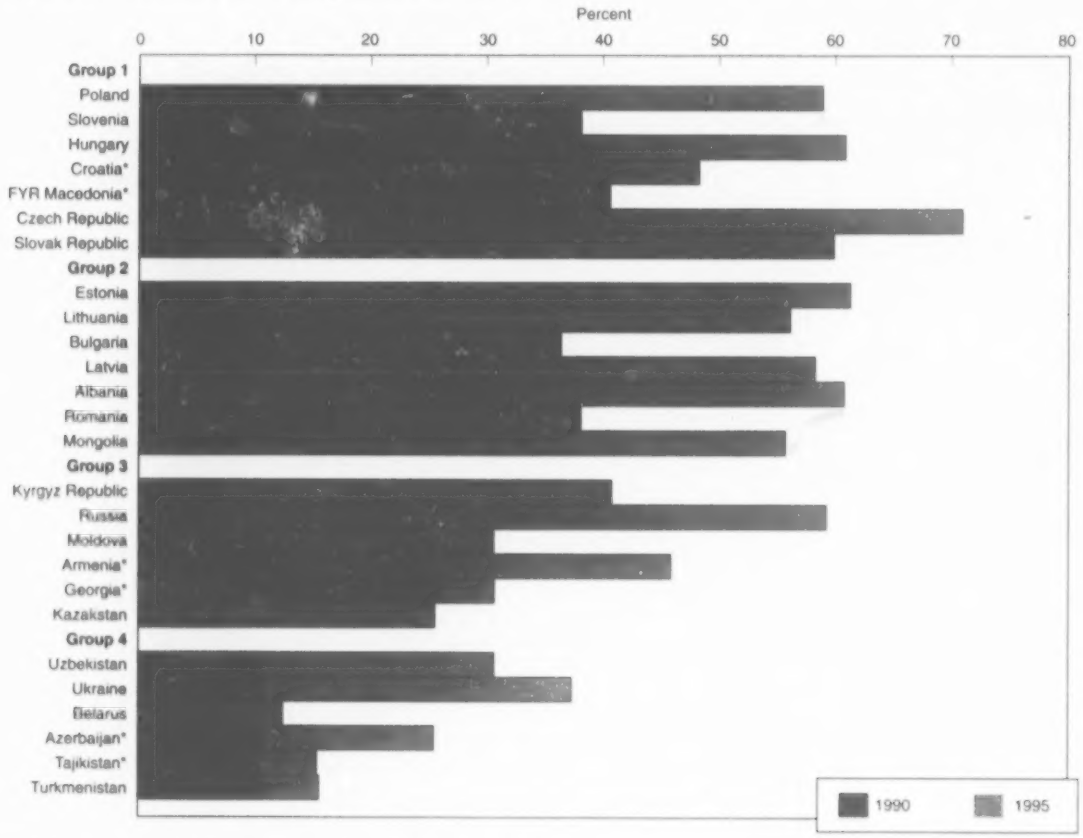
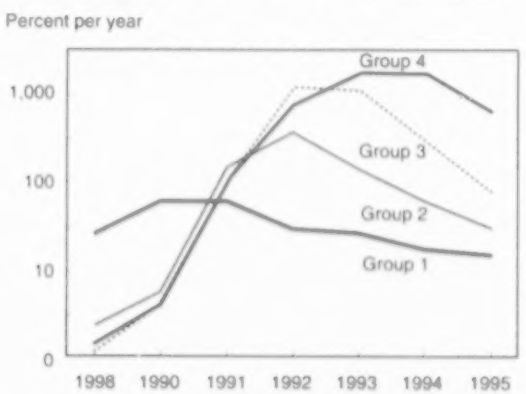


Figure 2 Time profiles of inflation by country group



Note: Countries in CEE and the NIS are grouped by their average liberalization index scores for 1989-95 (see Figure 1.2). Countries severely affected by regional tensions are excluded. Annual inflation rates are simple averages for each group. Inflation is plotted on a logarithmic scale. Source: IMF and World Bank data.

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Activity 8.3, continued

Table 3 Inflation and money supply growth
(percentages per year)

Country group	Average inflation			Growth in money supply, broadly defined[a]		
	1992	1993	1994	1992	1993	1994
CEE and NIS[b]						
Group 1	58	27	19	60	31	28
Group 2	554	169	78	..	110	65
Group 3	1,273	1,163	723	473	276	170
Group 4	829	2,390	1,547	..	1,171	1,112

.. Not available.
Note: Data are simple averages for the countries in each group (see Figure 1.2).
a. The definition of the money supply used for each country is the one that most closely approximates M2; its growth is measured from end-year to end-year.
b. Countries severely affected by regional tensions have been excluded.

Source: IMF and World Bank data.

Part 2: Questions for Discussion

1. What happened to inflation when planned economies began their transition to market economies?

2. What happened to the rate of inflation as countries moved farther toward a market economy?

3. Which group of countries has increased the share of output in its private sector the most?

4. Which group of countries has increased the share of output in its private sector the least?

5. Which group of countries has had the smallest growth in the money supply?

6. Which group of countries has had the largest growth in the money supply?

7. If a delegation of Group 4 countries asked you for advice on how to decrease their 1,547 percent inflation rate, what would you tell them? Support your answer.

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Activity 8.4

Redistribution through Inflation

Part 1: The Russian Experience

Inflation in the presence of low nominal interest rates redistributes wealth from savers to borrowers by eroding the real value of savings and debt. In 1992 an enormous inflation tax of 30 percent of GDP was levied on financial assets in Russia (see **Gainers and Losers from Inflation in Russia,** below). Households lost the equivalent of 12 percent of GDP. Some enterprises also lost, but others gained, as did the financial sector (including the central bank). Large enterprises and financial conglomerates were the main winners.

The inflation tax took a quarter of household income, further depressing consumption. It was also probably regressive, falling on the poor more than the rich. Moving into dollars or real assets usually involves a transaction of a certain minimum size, which lower-income households can seldom muster--a phenomenon that is well documented in Latin America. Surveys of Russian households confirm that those with higher incomes hold most foreign exchange, and that those with lower incomes in particular express great concern about inflation.

Because inflation wiped out personal savings, it disproportionately affected those who had saved the most. The elderly, increasingly seen selling flowers or family heirlooms on the street, are one such group. But there are others. Under the Soviet system, generous wage and pension benefits had been used to encourage people to move to remote locations--the hope being that after a few years' work they would have enough money to buy a house in central or southern Russia. Most Russians who now live in Vorkuta, in the extreme north, went there to work in the coal mines for exactly that purpose. Now, however, their supposed retirement savings will not even buy airfare back to central Russia, and the people of Vorkuta find themselves stranded just when the coal mines are about to close.

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Activity 8.4, continued

Gainers and Losers from Inflation in Russia*

(percentages of GDP)

Category	Losses	Gains	Net Gain
Households	12	0	-12
Enterprises	18	16	-2
Financial Sector	0	8	+8
Government	0	4	+4
Other NIS	0	2	+2
Total	30	30	0

Note: Data are from February 1992 to January 1993.

*Source: *World Development Report 1996: From Plan to Market*, World Bank/Oxford University Press, p. 38.

Part 2: Questions for Discussion

1. Why are savers hurt by unanticipated inflation?

2. Why are borrowers helped by unanticipated inflation?

3. Why are older people on fixed-income pensions hurt by unanticipated inflation?

4. What does the above article mean when it says, "The inflation tax took a quarter of all household income?"

5. Did Russian inflation hurt younger or older people more? Why?

6. Why were poor people in Russia hurt more by inflation than rich people?

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Brother, Can You Spare a Ruble?

Introduction

The transition economies experienced severe declines in 1989. Why? Their productive resources in 1989 were the same as they had been in 1988. They had machinery, large plants, and well-educated workers. But three other factors caused problems: the reluctance of consumers to buy shoddy merchandise, the collapse of the Council for Mutual Economic Assistance (CMEA), and the collapse of planning institutions before market institutions could be established.

Lesson Description

Students are introduced to business cycles though a classroom demonstration in which students are employed and unemployed. Students analyze data and think critically about why the transition economies experienced economic decline after 1989.

Content Standard and Benchmarks

Content Standard

A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.

Benchmarks

1. When desired expenditures for consumption, investment, government spending, and net exports are greater than the value of a nation's output of final goods and services, GDP rises.
2. When desired expenditures for consumption, investment, government spending, and net exports are less than the value of a nation's output of final goods and services, GDP decreases and inflation and/or employment decreases.

Concepts

Business cycle, real gross domestic product, recession, expansion, liberalization, planned economy

Objectives

1. Students define *real gross domestic product.*
2. Students explain the business cycle.
3. Students examine data and explain the decline of the transition economies from 1989- 1995.

Time Required

One class period

Materials

Visual 9.1	Ripples Through the Economy
Visual 9.2	Real GDP: What Does It Mean?
Visual 9.3	GDP Changes During the Transition
Visual 9.4	Why the Decline?
Visual 9.5	Why Did the Transition Economies Experience Output Declines?
Visual 9.6	Shift in Aggregate Supply
Activity 9.1	Occupation Cards

Procedure

1. Explain to the class that market economies experience swings in their rates of economic activity. In 1989, however, the transition economies experienced severe shocks to their economies; economic activity decreased drastically. Yet these nations possessed the same productive resources in 1989 that they had had in 1988. Why the change? This lesson focuses on the causes of these drastic output shocks.

2. Demonstrate how economic changes can ripple through an economy. Distribute a card from Activity 1 to each student. Explain that economies often experience periods of growth and contraction. Ask the students to imagine that they are in an economy that depends on sales of consumer goods and a great deal of international trade. Consumer spending is leading economic expansion. Consumers are buying houses, cars, and electronic goods. These purchases are creating new jobs for workers in these industries. Display Round 1 of Visual 9.1. Ask the students with these occupations to stand. Congratulate them on their economic success.
3. Announce that as people's incomes increase they become interested in more purchases of things such as clothing, meals in restaurants, and entertainment. Display Round 2 of Visual 9.1. Ask students with these occupations to stand. Congratulate them on their economic success.
4. Announce that consumer spending is beginning to decline. Consumers choose to spend less on clothing, meals in restaurants, and entertainment. Display Round 3 of Visual 9.1. Approach the clothing sales workers. Flip a coin in the air while individuals call "heads" or "tails." If most students called "heads," announce that they are unemployed. If most students called "tails," unemploy them. Continue the coin toss with each occupation.
5. Explain that consumer spending is beginning to decline--domestically and in the nations of our major trade partners. Consumers and businesses choose to spend less on cars, houses, airplanes, and computer equipment. Display Round 4 of Visual 9.1. Repeat the coin flips to unemploy workers, beginning with the autoworkers. Thank the group members for their participation and ask everyone to sit down.
6. Display Visual 9.2. Review the definition of *real gross domestic product*.
7. Explain to the students that in 1989 the transition economies experienced a serious decline in economic production. In Russia, for example, output fell by about 40 percent during the period 1990-1995. Despite some improvements such as the elimination of queues and improvements in product quality, the standard of living fell. Display Visual 9.3. Invite the students to analyze the amount of decline. Note that the nations in groups 1 and 2 declined less and recovered more quickly. Note further that the nations in groups 3 and 4 declined more rapidly and still had not recovered by 1994-95.
8. Display Visual 9.4. Read the problem to the students. Remind the students that most economies experience periods of growth and contraction. However, the decline in many transition economies was very severe. Encourage the students to speculate on why the transition economies declined in 1989.
9. Display Visual 9.5. Review the major reasons for the decline. Essentially, the transition economies experienced a severe supply shock as old central planning institutions collapsed while the nations were opening themselves to trade with the West. These changes rippled through the economy, causing a severe economic decline.
10. Display Visual 9.6. Explain that this graph illustrates the supply shock experienced by the transiton economies from 1989-1995.

Closure

Review the key points of the lesson. Remind the class that all economies experience changes in their levels of economic activity. However, the 1989 decline of the transition economies was very severe. Display Visual 9.5 and review the supply shock to the transition economies.

Assessment

Multiple Choice Questions

1. The total market value, adjusted for inflation, of all goods and services produced within a nation's border is the
   *a. real gross domestic product
   b. consumer price index
   c. producer price index
   d. real personal income

2. Which of the following is not a reason for the 1989 output declines in the transition economies?

   a. Better consumer choices

   b. Increase in aggregate supply

   c. Collapse of Council of Mutual Economic Assistance

   *d. Market institutions were not in place

Essay

In 1989, the transition economies experienced a dramatic decline in economic activity. The nations possessed the same productive resources in 1989 that they had had in 1988. They had machinery, large plants, and well-educated workers. Why did the transition economies decline so severely in 1989?

(The transition economies were more open to trade. With better choices, consumers left unwanted domestically-produced products of poor quality on the shelves. Trade liberalization also brought the collapse of old trading arrangements [such as those provided by the Council of Mutual Economic Assistance] and the loss of subsidies from the Soviet Union. Moreover, planning institutions for agricultural credit collapsed before market institutions could be established.)

Student Project

Provide the students with a graph showing a decline in aggregate supply as illustrated in Visual 9.6. Ask students to draw a new graph showing the long-term effects on aggregate supply under the policies of liberalization as explained in Visual 9.5. Ask them to explain the change they illustrate. Students should draw a new graph showing an increase in aggregate supply. As new businesses in the transition economies produce more goods and services, and as trade with the West expands, these nations will experience an increase in aggregate supply.

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Visual 9.1

Ripples Through the Economy

Round 1: The following occupations should stand:
- Autoworkers
- Home builders
- Airplane workers
- Computer software designers

Round 2: The following occupations should stand:
- Clothing sales workers
- Restaurant workers
- Music sales workers
- Electronic entertainment sales workers

Round 3: The following occupations should sit:
- Clothing sales workers
- Restaurant workers
- Music sales workers
- Electronic entertainment sales workers

Round 4: The following occupations should sit:
- Autoworkers
- Home builders
- Airplane workers
- Computer software designers

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Visual 9.2

Real GDP: What Does It Mean?

Real gross domestic product is the total market value, adjusted for inflation, of all final goods and services produced in a country during a specific period. It is reported both annually and quarterly (every three months).

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Visual 9.3

GDP Changes During the Transition

	Average GDP Growth (percent per year)	
Country or Group	1989-95	1994-95
Group 1	1.6	4.3
Group 2	-4.2	4.0
Group 3	-9.6	-12.5
Group 4	-6.7	-11.4
Countries severely affected by regional tensions	-11.7	-7.5

Group 1	Group 2	Group 3	Group 4
Poland	Estonia	Kyrgyz Republic	Uzbekistan
Slovenia	Lithuania	Russia	Ukraine
Hungray	Bulgaria	Moldova	Belarus
*Croatia	Latvia	*Armenia	*Azerbaijan
*FYR Macedonia	Albania	*Georgia	*Tajikistan
Czech Republic	Romania	Kazakstan	Turkmenistan
Slovak Republic	Mongolia		

*Nations asterisked are taken out of Groups 1-4 and consolidated into a severe regional tension group.

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Visual 9.4

Why the Decline?

In 1989 the transition economies experienced a dramatic decline in economic activity. The nations possessed the same productive resources in 1989 that they had had in 1988. They had machinery, large plants, and well-educated workers.

Why did the transition economies decline so severely in 1989?

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Visual 9.5

Why Did the Transition Economies Experience Output Declines?

Under Central Planning Before 1989	Under the Liberalization After 1989
Supply shortages were common. Even the shoddiest products were sold.	The transition economies were more open to trade. Consumers had better choices of products and left unwanted goods on the shelves.
The Council of Mutual Economic Assistance (CMEA) operated as a trading system of the former Soviet bloc.	With trade liberalization, the Council of Mutual Economic Assistance (CMEA) collapsed, causing a disruption of trade and loss of subsidies from the Soviet Union.
Planning institutions allocated agricultural credit and distributed farm output.	Planning institutions vanished before market institutions (including market-oriented incentives and private property rights) could be put in place.

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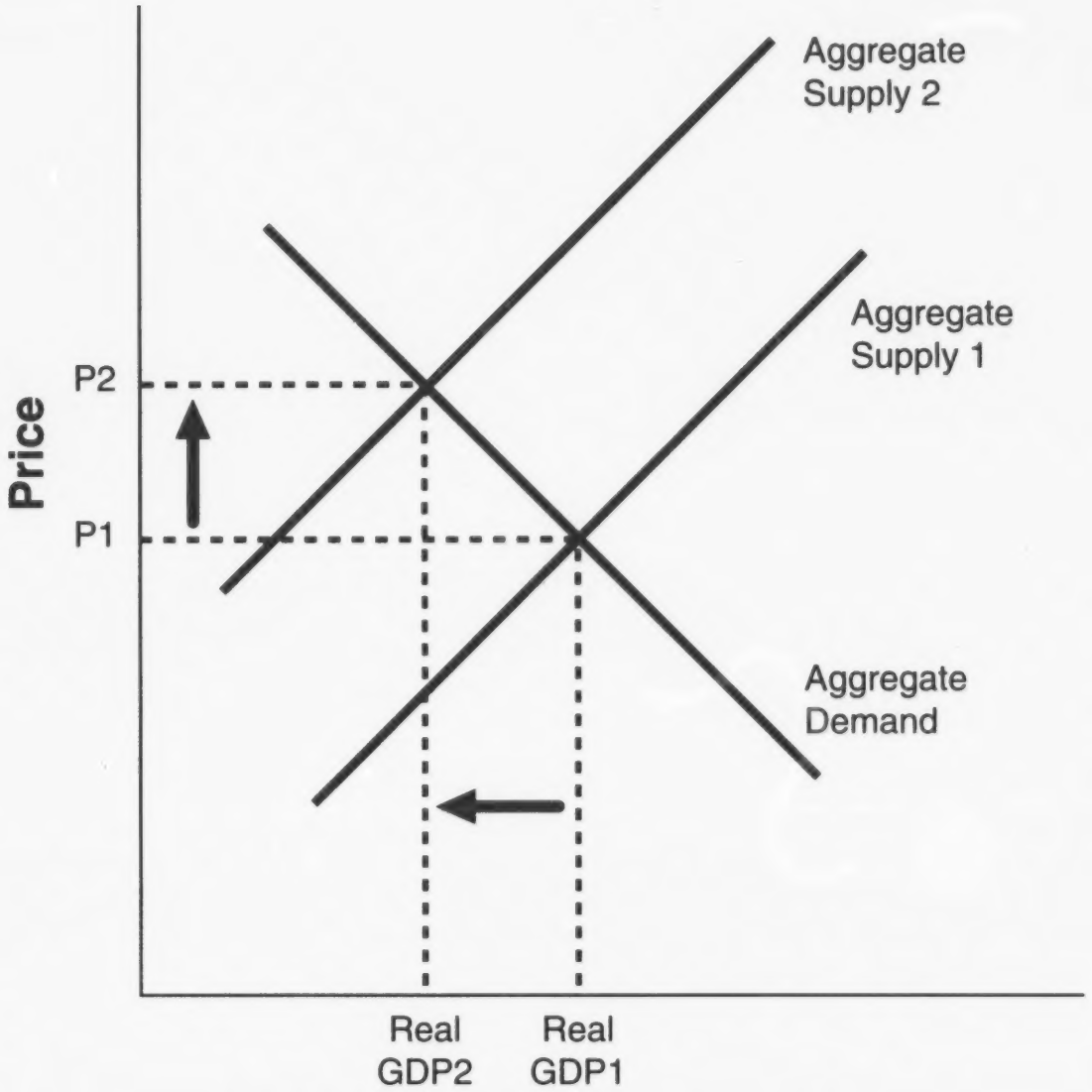
Visual 9.6

Shift in Aggregate Supply



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Activity 9.1

Occupation Cards

Directions:

Copy enough cards so that each student gets one, repeating occupations as necessary.

Autoworker	Clothing salesperson
Home builder	Restaurant worker
Airplane worker	Music salesperson
Computer software designer	Electronic entertainment salesperson

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Distribution of Income: Different Ways to Slice the Pie

Introduction

In market economies, the question of how income is distributed (the "for whom" question) is largely answered through the value of a person's contribution to the economy. People whose work is highly valued by others receive higher wages, and salaries are primarily determined by forces of supply and demand, without much government interference. In the former Soviet system, government officials determined how much people would receive for their work. Consumer goods were in short supply and prices were held artificially low, causing massive shortages and long lines of frustrated buyers. However, the government assumed responsibility for providing employment, education, medical care, and housing–although the level of quality often was not high.

Lesson Description

In this lesson, students investigate some of the advantages and disadvantages of market and command economic systems by participating in a simulation and reading about the experiences of people living in Ukraine in 1997. The pains of transition are evident, as is the hope of many for a better future when the transition to a market system is complete.

Content Standards and Benchmarks

Content Standards

1. Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use in allocating different kinds of goods and services.
2. People respond predictably to positive and negative incentives.
3. In a market economy, income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

Benchmarks

1. There are different ways to distribute goods and services, and there are advantages and disadvantages to each.
2. There are essential differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.
3. Responses to incentives are predictable because people usually pursue their self-interest.
4. Changes in incentives cause people to change their behavior in predictable ways.
5. More productive workers are likely to be of greater value to employers and earn higher wages than less productive workers.

Concepts

Incentives, economic systems, income distribution, productivity

Objectives

1. Students identify the effects of incentives on current and future productivity.
2. Students compare methods of income distribution in a market and a command economic system.
3. Students analyze aspects of the transition from a command to a market system, noting effects on different individuals living in the transition economy.

Time Required

One class period

Materials

Activity 10.1 Case Studies: Ukraine in Transition

- Two large bags of small treats, such as jelly beans or peanuts. **(If you do not wish to use candy, substitute another appropriate reward--e.g., vouchers for extra-credit points.)**
- One sheet of lined paper for half the class. (Other paper may be used, so long as all the paper is uniform.)

Procedure

1. Announce to the students that they will take part in an activity in which productivity is rewarded. Show students one bag of treats (or tell them about another appropriate reward). Have each student choose a partner (someone sitting at an adjacent desk) to form a production team. (If there is an uneven number of students in the class, select one student to be a production inspector.) Each team should have a piece of lined paper and one pencil or pen. Tell students that you will give instructions for the activity, but no one is to begin until you give a signal. Anyone beginning early will be disqualified.

2. Tell the class that our economy produces and sells handwritten numbers, written in vertical columns on the lined paper. The numbers must be written as follows: On the first line, on the left side of the paper, one person on the team will write the number "1." The other person on the team will write "2" below the "1." The first person will write "3" below the "2," and so on, making a column of numbers. When the group reaches the bottom of the page (probably at about number 22), group members may start a new column beginning with the next consecutive number. The point is to write as many numbers as possible in the time provided, while alternating team members and using only one pencil and one piece of paper per group. Each number written must be legible, as determined by the teacher (or production inspector).

   If you have student desks of equal size, you may instruct students to sit directly across from each other with a desk between them. (Decide in advance whether you will allow students to move their chairs.) If the room arrangement is not conducive to this, you may decide how students should sit, or let them make their own decisions.

3. If you sense that the students are not understanding the directions very well, demonstrate the activity for a short time with the production inspector.

4. Tell students to begin production. Circulate around the room observing the activity. Stop production after one minute.

5. Determine how many numbers each team wrote, and check to make sure that the numbers are legible. Announce that the treats will be distributed according to how many numbers each team wrote, with the most treats going to the most productive team. Distribute treats to the teams in proportion to how much they produced (for example, one peanut for each number written). You may wish to have the production supervisor do this to save time. Commend the most productive teams on their superior productivity (output during the given time period) and their contribution to the output of the economy.

6. Ask the winning team to speculate about why they were able to produce more (write more numbers) than the others. Next ask if the incentive of the candy (reward) inspired them to work harder. Ask the class to relate this to real-world situations.

   (Depending on the personalities of the students, they may respond that they were more skilled, better organized, and/or smarter. Or they may say that they were just lucky, or that they developed a good method. Most likely the reward did provide an incentive to the students to try to produce more. Students may comment that in the real world, those who are more productive generally make higher salaries. Higher salaries and profits provide incentives to work hard.)

7. Display another bag of treats to the class. Announce that it is now a different day and a different place, but students will take part again in a production activity like the last one. This time, however, the economic system is one in which everyone will share equally in the candy, regardless of their output. The rules are the same as before.

Students will write numbers on the back of their sheets of paper this time. Ask if there are any questions.

(Encourage students to ask for clarification about the distribution of the candy. Emphasize that all students will receive an equal amount, even those who produce significantly more or less than the others. Allow discussion on this point if students have things to say.)

8. Tell students to begin production. Circulate around the room, observing the activity. If some students are not motivated to write any numbers, that is fine. Stop production after about one minute. Distribute an equal amount of candy to each student.

9. Quickly determine which team had the highest output during this round (highest productivity). Compare this amount to the winning output in the prior round. Ask why less (or more) was produced this time by the team with the highest productivity.

(If less was produced, students may say that people did not work as hard because the reward did not depend on their output. If more was produced, it may be because of increased experience with the task.)

10. Encourage students to discuss the effects of the change in incentives. Were there students who did not try as hard? How did the most productive team feel, compared to the most productive team in the first round? If they continued to play the game with the second set of outcomes, how would this affect their work effort in the future? In the real world, what type of people would prefer to work in jobs where they are paid according to their productivity? Who would rather not work in this type of situation? Why?

(Students will see that in a system where the rewards or pay are not dependent on how hard people work, some (or most) people may eventually lose their incentives to work hard. Those who continue to contribute more than others may feel taken advantage of and may wish that they could receive personal benefits from their high production. In the real world, more productive people may prefer to receive the direct benefits from their work. Less productive people may benefit more from a system of equal distribution. Point out that if a system of distributing income results in decreased incentives to work hard and decreased productivity, this will affect the future growth, output, and consumption in an economy.)

11. Using the information given in the introduction to this lesson or from other sources, briefly discuss with students the system of income distribution in a country that is basically a market system, such as the United States, compared to a planned system such as the former Soviet Union. Relate these systems of income distribution to the simulation and discuss some advantages and disadvantages of the two different systems.

(In a market system, people have the freedom to work where they want to and to earn salaries and profits based on what they contribute or produce. This provides incentives for people to be innovative and productive and results in future economic growth. It may also mean that some people will be very wealthy and some very poor--if all people are not able to succeed in this competitive environment or if some people do not have equal opportunities. The first round of the simulation resembled this type of system.)

(In the former Soviet system, people lacked many basic freedoms, and consumer goods were in short supply. However, the government attempted to provide for people's basic wants, regardless of how productive particular people were. In theory, everyone had the right to a job, education, medical care, and food and housing. These wants were met with varying degrees of success. [The system of education was largely successful, and former Soviet countries have very high literacy rates. However, there were vast housing shortages, and much of the medical care provided was not considered adequate by Western standards.] The second round of the simulation resembled this type of system because people were not paid according to their productivity.)

12. Distribute a copy of Activity 10.1 to each student. Ask students to read the background section independently. Briefly discuss this reading with the students and identify

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Ukraine on a recent map. Divide students into groups of three or four. Ask each group to read the seven cases in the case studies section together. Students could take turns reading the cases out loud in the small groups.

When they finish reading, ask half the groups to make a list of how some people are better off in the transition period and the other half to make a list of how some people are worse off. When the groups are finished, call on small groups to report their conclusions to the class. Possible responses are indicated below.

(How people are better off in transition: People who started [successful] private businesses have higher living standards, people have the freedom to choose their own occupations, people have the freedom to respond to profit incentives and realize their full potential through opening private businesses, people who work abroad or for foreign companies have benefitted, more goods [especially high-quality imports] are now available, some can take more vacations, opportunities exist for teachers and professors to earn additional income through working in private schools and institutions, people are becoming more self-reliant, people no longer have to stand in long lines to get goods, people are free to travel to other countries, some occupations [such as law] are now in high demand, individuals can set their own goals, there is a free flow of information across borders.)

(How people are worse off in transition: Older people living on pensions cannot afford to take care of their basic wants since prices are no longer controlled by the government and the value of pensions has decreased because of inflation, working children have to help support their parents, national sports teams [such as rhythmic gymnastics] do not receive as much government support, teachers in government schools experience long delays in receiving paychecks, people have to work more jobs to make ends meet, some people cannot afford to buy durable goods since prices have been liberalized and have increased, medical care is now very expensive, some people can no longer take vacations, many people cannot afford to buy the new goods that are available, the government no longer pays for all education, medical care, and housing.)

Closure

Ask students to discuss how the method of distributing income changed after Ukraine became independent from the Soviet Union.

(During the Soviet period, the government made decisions about people's jobs and salaries. The government provided apartments, support for athletic teams, medical care, and education. Prices were kept low. However, shortages existed, and people lacked many basic freedoms. During the transition period to a market system, people are free to run their own businesses and work where they want to work. Many people's incomes are determined by the success of their businesses and their new jobs in the private sector. Apartments, hospitals, and some schools have become privatized (privately owned), and their prices are higher than before. Many people are better off during the transition period, and many are worse off.)

Assessment

Multiple Choice Questions

1. If people are able to receive the benefits from their own work through higher pay, we would predict that

   a. people will have an incentive to work harder and be more productive

   b. people will tend to slack off because productivity has nothing to do with incentives

   c. the resulting higher productivity may result in future economic growth for the country

   *d. both a and c are correct

2. In Ukraine, during the period of transition from a planned to a market economy,

   a. everyone is clearly better off

   b. everyone is clearly worse off

   *c. many people who have gone into private business appear to be better off

   d. most people living on government pensions appear to be better off

Essay

From the case studies that you read about living in Ukraine during the period of transition from a planned to a market economy, what conclusions can you draw about who is better off and who is worse off, compared to living under the Soviet system? (Remind students, however, that these are the stories of only seven people, and they may not be representative of the entire economic situation in Ukraine.)

(Older people living on fixed government pensions appear to be worse off, as well as teachers who work for government schools and experience long delays in receiving their paychecks. People who relied heavily on government-provided housing, medical care, education, and other subsidies are worse off. People who have opened private businesses, or work for private businesses, appear to be better off. People who benefit from and appreciate new freedoms and the freer flow of knowledge and information feel better off, even if their financial situation is no better than before.)

Student Project

Using information from the case studies from Ukraine and other information that they may find, have a group of students write and perform a short play describing circumstances during the period of economic transition.

Activity 10.1

Case Studies: Ukraine in Transition

Background

The country of Ukraine is located between the East (Russia and Asia) and the West (Europe). Ukraine, which means "borderland," is bordered by Belarus, Russia, Moldova, Romania, Hungary, Slovakia, Poland, and the Black Sea. Because of its central and desirable location, the history of Ukraine is a history of invasions from all sides.

The 20th century was a time of especially significant turmoil and hardship in Ukraine. After the Russian Revolution in 1917, Ukraine was engulfed in a bitter civil war, with several different factions fighting for control. The Red Army finally prevailed in 1920, and Ukraine became a Republic of the Soviet Union. Ukrainian leaders and intellectuals then were exterminated or forced to move from the country. Early in the 1930s, an estimated 7 million Ukrainian peasants were systematically starved to death in Stalin's effort to force the peasants to give up their land and move onto collective farms. During World War II, Ukraine suffered greatly from a Nazi invasion and a Red Army counteroffensive. Entire cities and thousands of small villages were totally devastated. Four million Ukrainian civilians lost their lives, and at least 2 million more were taken to Germany as forced laborers. More recently, in 1986, Ukraine's national power plant at Chernobyl was the sight of the world's worst nuclear disaster.

Against this tragic recent history, Ukraine declared its independence from the Soviet Union on August 24, 1991. But compared to other former Soviet Republics, Ukraine has been relatively slow to change to a market economic system. In particular, it has been slow to convert property from government ownership to private ownership, to open up trade with countries outside the former Soviet bloc, and to liberalize prices (i.e., let supply and demand rather than the government determine prices). Ukraine still maintains close ties with Russia, in part because about 25 percent of the population of Ukraine consider themselves to be Russians.

The transition period from a command economy to a market economy has been difficult for many Ukrainians. In an attempt to control inflation, the government delayed payment to many government workers, including teachers and professors, for months on end. Some people eager to experience the freedoms of a market economic system have been disappointed by the slowness of the transition, and others look back with sadness to what they perceive to be the better, more secure times they knew under Soviet rule. Others have benefitted greatly from the newfound freedoms. There are clear winners and losers during this period of transition in Ukraine.

Case Studies

During 1996 and 1997, the National Council on Economic Education, an American nonprofit organization, conducted a series of economic education seminars in Ukraine for Ukrainian teachers and professors who are in positions to share their knowledge with other teachers. In April, 1997, participants at one of these seminars were asked to answer this question: *Do you think that you and others are better off or worse off since Ukrainian independence?* Some of the responses are recorded below. The answers are not intended to be representative of the whole Ukrainian population, of course, but they provide some interesting insights into what was going on in this transition economy, from the perspective of these people.

As you read the following statements, think about who is better off and who is worse off during this transition period, and why. Also think about how the system of income distribution changed as Ukraine began to change from a command system to a market system.

1. *(Name withheld), professor at a university in Kharkiv, age 48:*

   I do not wish to discuss my own situation very much, but I will say that the living condition of my parents is definitely worse now

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Activity 10.1, continued

when compared to the Soviet period. Then, rents were taken care of by the government. My mother is retired with a fixed pension of 49 *hryvnya* (about $20) a month. I pay for her apartment--this costs me 70 hryvnya a month. My mother has no way to make additional income. Before the liberalization of prices, her pension was reasonable. Now prices are too high for her to make ends meet without my help. And yet I suffer from a 6-month delay in receiving my paycheck from the government. I am not able to save anything. The current standard of living for most of my friends and neighbors is also very bad.

I have to admit, though, that my friends who started private businesses or who started working for private businesses in 1991 or 1992 are better off today than before. Their standard of living has improved.

2. *Natasha B., chair of the Economics department at an academy in Odessa, age 29:*

   My living conditions are somewhat better since Ukrainian independence, whereas my parents, who are pensioners, are definitely worse off. What is positive for me today compared to the past is that now I have the ability to make independent choices. During Soviet times I could not choose my job, or where I would work. Now I can work wherever I want to work, and I can change jobs if I want to. My professional experience in economics is very beneficial to me.

3. *Iryna T., economics teacher at an academy in Kharkiv, age 39:*

   I can't say definitely whether I am better off or worse off since Ukrainian independence. I will tell the story of the effects of the new market environment on my family.

   During Soviet times, my husband worked as the production foreman of a factory, with a fixed wage. No matter how hard he worked, he could not earn more money. There were no incentives for him or for other workers to improve. My husband was not satisfied because he could not realize his potential. In 1992, after independence, he established his own business--a limited partnership that manufactures equipment. They have trade relations with companies in other cities, and he is excited about his new job. At the same time, he has a lot of problems. He has to pay very high taxes and very high rents for his factory. The legal system in Ukraine is currently not stable. But he is happy with his job, and we are able to save, to help our parents, and to make plans for the future.

   We would like to provide a perfect education for our daughter, who is 17, and about to graduate from high school. She is very good at rhythmic gymnastics and was a member of the Ukraine Rhythmic Gymnastics Team. In Soviet times they traveled a lot, and their expenses and uniforms were paid for by the government. It's different now. Ukraine is famous for this sport. We won many medals at the last Olympics, but now the sport is declining. Why? Because now the girls must pay to rent the gymnasiums where they practice. I am desperate about this and for the future of Ukrainian rhythmic gymnastics.

   My personal situation, and that of my friends who also teach in government schools, is not good. We have a terrible 5- to 6-month delay in receiving our paychecks. Many of us have second or third jobs teaching at other schools to get by. My friends who had the opportunity to study abroad in Austria or Poland, and who now work as representatives of foreign companies, are happy, get a lot of money, and are able to realize their potential.

   All in all, I am an optimist, and I believe in a better future.

4. *Olga C., associate professor at a university in Kharkiv, age 42.*

   The well-being of my family has worsened. Before Ukrainian independence, I had only one job, and I had enough money to exist. In the summer I could go to the seaside, and I could afford to buy durable goods such as appliances. Now I'm forced to have several jobs to make ends meet, and I can't afford to buy a refrigerator or a television set or anything like this.

Activity 10.1, continued

My mother is retired, and her pension is just a drop in the ocean. Now I have to feed not only my own family, but also my mother. In the past, she had enough money to buy us presents for the New Year, but now I worry that she could die of starvation.

My husband's salary was very, very low, and he was not satisfied with his job. This is why he became an alcoholic and I was forced to get a divorce.

In 1997 my 13-year-old son was hospitalized as the result of a terrible accident. He fell four stories, and it is fortunate that he is not paralyzed and has no brain damage. He underwent three very complicated surgeries. As soon as he leaves the hospital, God help me, I will have a lot of troubles. The hospitals are not financed by the government today. The medicines are very expensive, and I have to buy them and take them to the hospital. After my son's surgeries, I had to pay $2,000 (in U.S. dollars), a tremendous sum of money for me. No one can help me--neither my mom or my former husband. So I had to borrow the money. But how am I going to pay it back?

5. *Mykola S., professor in the economics department at a university in Kyiv, age 42:*

   The well-being of many people in Ukraine today is not related to Ukrainian independence, but to the depth, speed, and efficiency of the economic reforms in Ukraine. These reforms are not being carried out in the most socially beneficial manner.

   My well-being has improved since independence. I am able to consume more goods and services of different types and of higher quality. My living conditions have improved. I have more opportunities to take needed vacations. My total income makes it possible for me to save--a new phenomenon. I have a lot of opportunities to realize my potential, by earning income from a variety of sources. I give lectures in specialized schools on a contract basis. I have established a private institution which is publishing a journal on economics and banking. If I only had my university job, however, I would be worse off now than in the Soviet period. But my university position gives me a positive image and the opportunity to undertake entrepreneurial activities.

   An important change since the Soviet period is a change in the psychology of the people. They are no longer expecting paternalistic acts from the government. Young people know that they must rely on themselves and on their own skills and initiative to get ahead.

   I pray that Ukraine becomes a powerful, democratic, legally stable country with a socially oriented economy.

6. *Oksana C., teacher at an institute in Poltava, age 33:*

   It is hard to say whether I am worse off or better off since Ukrainian independence. By some standards my life is better, by others it is worse. What is positive about the economic situation today in Ukraine?

   (1.) There is an abundance of goods and services available in the market (although all of the high-quality goods seem to be imports).

   (2.) In the past I lost a lot of time standing in line, waiting to buy goods and services, because there were always shortages of things. I had to go to Moscow to find things or buy things illegally--"under the counter." Now a variety of goods and services are available. The paradox is that for many of us our wages are so low, we can't afford to buy them.

   (3.) Today a free flow of labor, capital, and goods can cross the borders of Ukraine. It is not hard today to buy a ticket and go to Poland or the Czech Republic. We are close to world treasures in all spheres--tours, art exhibitions, performances, medicine, education. Today we are free to seek these things out.

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Activity 10.1, continued

What are the negative things about the economy today?

(1.) In the past, we could have an apartment owned and paid for by the government. But now, with privatization, we must work hard to pay for apartments because rent is so high. In the past, we had free medical care and education. Now, we have nothing of the kind.

(2.) We have a lot of problems in the sphere of education. The quality is bad because there are no incentives for teachers. The government does not pay salaries for a number of months. If the Soviet Union had not collapsed, I would have been able to buy a car in 1993, since I had a very favorable loan through the government-run banks. But today this is only a dream.

For my own family, my husband is better off in terms of his job, but I am worse off in terms of my job. My husband is an attorney, and there is great demand for his services because the crime rate is so high in Ukraine. Six months ago I was working for a private school, and my children were attending this school, but now the school is bankrupt. I do not know when I will be paid the salary that is owed to me.

7. *Yuri V., teacher in a private school in Lviv, age not given (but over 50):*

The economic situation in Ukraine has radically changed in the past year. The standard of living of many people has dropped considerably. My friends and relatives are worse off. But still, I feel better off. Why?

My personal well-being is composed of two components: my needs in terms of goods and services and my intellectual needs. The situation with respect to goods and services has gotten worse due to the economic crisis in Ukraine. I am spending all of my personal resources just to get by. But with respect to my intellectual needs, three things have directly improved my life.

(1.) Today the possibilities of making choices have expanded greatly. You can choose your sphere of work and your place in society. This was inconceivable under the Soviet planned economy. I have taken advantage of this. In 1992, I quit my position in a government institution to work in a private school where I teach marketing, management, and market economics.

(2.) Today individuals have opportunities to set their own goals and to have clearly defined personal goals. My goal is to become a professional trainer in economics and to train other teachers.

(3.) Today we have new opportunities to seek out intellectual self-improvement. We can realize our own potential. My network of contacts has considerably expanded. Just last Wednesday I was in touch with the foreign embassies of the United States, Germany, and Sweden. I was able to locate textbooks on the economic history, laws, and cultures of those countries. I will use these books in my work and for my own education.

I am very optimistic about the future of Ukraine. Our future standard of living will improve. Our resources will enable us to achieve this--our material, cultural, and intellectual resources.

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Introduction to Selected World Development Indicators*

The nearly two decades since the World Development Indicators (WDI) were first issued have seen dramatic changes not only in the global economy but in the way in which we assess and measure development. These changes are reflected in the increasing emphasis on poverty reduction through broad-based growth and human resource development and on environmental sustainability. The increasing importance of the private sector in development strategies is mirrored by profound changes in the role of the state. Over the years the WDI has tried to keep up with these changes, but it is now time for a major redesign.

New data publication

A new, freestanding, and more comprehensive *World Development Indicators* will appear in the autumn of 1996. The traditional annex to the *World Development Report* is being replaced in this edition by a set of Selected World Development Indicators drawn from the WDI data sets. The design of the new *World Development Indicators* will enhance its usefulness in examining the world's progress in three broad areas: people, the environment, and the economy. In addition it will provide indicators that describe progress in selected areas of national economic management, such as macroeconomic stability, structural reforms (including financial sector development, trade policy reforms, state enterprise reforms, etc.), and the evolving role of the state. Its companion CD-ROM product will reflect these changes and include time-series data and a more extensive guide to data sources and statistical issues.

*Source: *World Development Report 1996: From Plan to Market* (World Bank/Oxford University Press, 1996), pp. 180-182 and 184-222. Used with permission.

Changes from previous editions of *World Development Report*

The indicators tables in this Report have been redesigned to provide a core set of standard indicators covering the same three development themes: people, the environment, and the economy. The layout of the seventeen tables retains the tradition of presenting comparative socioeconomic data for more than 130 economies for the most recent year for which data are available and for an earlier year. An additional table presents basic indicators for seventy-six economies with sparse data or with populations less than 1 million.

Because the World Bank's primary business is providing lending and policy advice to its low- and middle-income member countries, the issues covered in this publication focus mainly on these economies. Where available, information on the high-income economies is also provided for comparison. Readers may wish to refer to national statistical publications or publications from the Organisation for Economic Co-operation and Development and the European Union for more information on the high-income economies.

More about the Selected World Development Indicators

Tables 1 to 3, *Summary of socioeconomic development indicators*, offers an overview of key development issues: How rich or poor are the people? What is the life expectancy of newborns? What percentage of adults are illiterate? How has the economy performed in terms of

growth and inflation? What kind of external economic environment do countries face?

Tables 4 to 7, *Human resources*, shows the rate of progress in social development during the past decade. A standard measure of income inequality, the Gini index, has been added. Measures of well-being, such as malnutrition and access to health care, school enrollment ratios, and gender differences of adult illiteracy, are also presented.

Tables 8 to 10, *Environmental sustainability*, brings together the key country-level indicators in this area. This section provides information on air, water, cities, and energy consumption.

Tables 11 to 17, *Economic performance*, presents information on the economic structure and growth of the world's economies, as well as information on foreign investment, external debt, and integration into the global economy that is providing new challenges and opportunities for both developed and developing economies.

Classification of economies

As in the Report itself, the main criterion used to classify economies and broadly distinguish different stages of economic development is GNP per capita. Countries are traditionally classified into three categories: low, middle, and high income. The GNP per capita cutoff levels are: low-income: $725 or less in 1994 (51 economies); middle-income: $726 to $8,955 (57 economies); and high-income: $8,956 or more (25 economies). Economies are further classified by region, exports, and indebtedness. For a list of economies in each group, see the tables on classification of economies at the back of the book.

Data sources and methodology

Socioeconomic data presented here are drawn from several sources: primary collection by the World Bank, member country statistical publications, research institutes such as the World Resources Institute, and international agencies such as the United Nations and its specialized agencies, the International Monetary Fund, and the Organisation for Economic Co-operation and Development (see Data Sources at the end of the Technical Notes for a complete listing of sources). Although international standards of coverage, definition, and classification apply to most statistics reported by countries and international agencies, there are inevitably differences in coverage, currentness, and the capabilities and resources devoted to basic data collection and compilation. In some cases, competing sources of data require review by World Bank staff to ensure that the most reliable data available on a given topic are presented. In some instances, where available data are deemed to be too weak to provide reliable measures of levels and trends or do not adequately adhere to international standards, the data are not shown.

Differences between data presented in each edition reflect not only updates by the countries, but also revisions to historical series and changes in methodology. Thus data of different vintages may be published in different editions of Bank publications. Readers are advised not to compare data series between publications. Consistent time-series data are available in the *World•Data* 1995 *CD-ROM*.

All dollar figures are current U.S. dollars unless otherwise stated. The various methods used for converting from national currency figures are described in the Technical Notes.

Summary measures

The summary measures in the colored bands on each table are totals (indicated by *t*), weighted averages (*w*), or median values (*m*) calculated for groups of economies. Countries for which data in the summary measures are not shown in the main tables have been implicitly included on the assumption that they have followed the trend of reporting economies during such periods. The countries excluded from the main tables (those presented in Table 1a. Basic indicators for other economies) have been included in the summary measures when data are available or, if no data are available, by assuming that they follow the trend of reporting countries. This gives a more consistent aggregated measure by standardizing country coverage for each period shown. Where missing information accounts for a third or more of the overall estimate, however, the group measure is reported as not available. The weightings used for computing the summary measures are stated in each technical note.

Terminology and country coverage

In these notes and tables the term "country" does not imply political independence but may refer to any territory for which authorities report separate social or economic statistics.

Economic data reported for Germany before 1991 refer to the former Federal Republic, but demographic and social data generally refer to the unified Germany. Throughout the tables, exceptions are footnoted to explain coverage. The data for China do not include Taiwan, China, but footnotes to Tables 15 and 16 provide estimates of international transactions for Taiwan, China. Data reported for Ethiopia after 1991 exclude Eritrea unless otherwise stated.

APPENDIX

Table layout

The table format of this edition generally follows the format used in previous editions. In each group, economies are listed in ascending order of GNP per capita, except that those for which no such figure can be calculated are italicized and listed in alphabetical order at the end of the group deemed appropriate. This order is used in all tables. Economies in the high-income group marked by the symbol † are those classified by the United Nations, or otherwise regarded by their authorities, as developing. Economies with a population of fewer than 1 million and those with sparse data are not shown separately in the main tables but are included in the aggregates. Basic indicators for these economies may be found in Table 1a. The alphabetical list in the Key shows the reference number for each economy; here, too, italics indicate economies with no current estimates of GNP per capita.

Technical notes

The Technical Notes, Key, country classification tables, and footnotes to the tables should be consulted for interpreting data. They outline the methods, concepts, definitions, and data sources used in compiling the tables. The Data Sources section at the end of the notes lists sources that contain more comprehensive definitions and descriptions of the concepts used.

Comments and questions relating to the Selected World Development Indicators should be addressed to: Development Data Group, International Economics Department, The World Bank, 1818 H St. N.W., Washington, D.C. 20433, by fax 202-522-1498, by e-mail to info@worldbank.org, or by calling 800-590-1906 or 202-473-7824.

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Key

The Key table, below, provides an index to the countries included in the Selected World Development Indicators and additional information on the sources of demographic data for the 133 countries included in the main statistical tables. In each statistical table of the Selected World Development Indicators, economies are listed in ascending order of GNP per capita, except those for which no GNP per capita can be calculated; the latter are italicized, in alphabetical order, at the end of the income group to which they belong. The ranking below by GNP per capita therefore indicates a country's place in the statistical tables.

Figures in colored bands in the tables are summary measures for groups of economies. The letter *w* means weighted average; *m*, median value; and *t*, total.

Except where noted in the Technical Notes, growth rates for economic data are in real terms.

Data cutoff date is April 30, 1996.

The symbol . . means not available.

A blank space means not applicable.

The figures 0 and 0.0 mean zero or less than half the unit shown.

Figures in italics indicate data that are for years or periods other than those specified.

The symbol † indicates high-income economies classified by the United Nations, or regarded by their own authorities, as developing.

		Sources of 1994 demographic data			
Economy	*GNP per capita ranking in tables*	*Population census*	*Population*	*Total fertility rate*	*Infant mortality rate*
Albania	32	1989	Official [1]	Official	Official
Algeria	71	1987	World Bank [3]	Survey 1992	Survey 1992
Argentina	107	1991	Official [2]	U.N. Pop. Div.	U.N. Pop. Div.
Armenia	46	1989	World Bank [3]	Official	Official
Australia	114	1991	Official [2]	Official	Official
Austria	126	1991	Official [2]	Official	Official
Azerbaijan	36	1989	Official [2]	Official	Official
Bangladesh	13	1991	World Bank [2]	Survey 1994	Survey 1994
Belarus	77	1989	Official [2]	Official	Official
Belgium	123	1991	Official [2]	Official	Official
Benin	30	1992	World Bank [2]	World Bank	World Bank
Bolivia	52	1992	Official [2]	U.N. Pop. Div.	U.N. Pop. Div.
Botswana	88	1991	World Bank [2]	Survey 1988	Survey 1988
Brazil	92	1991	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Bulgaria	62	1992	Official [2]	Official	Official
Burkina Faso	21	1985	World Bank [3]	Survey 1992	World Bank
Burundi	5	1990	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Cameroon	47	1987	World Bank [1]	Survey 1991	Survey 1991
Canada	119	1991	Official [2]	Official	Official
Central African Republic	31	1988	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.

Economy	GNP per capita ranking in tables	Sources of 1994 demographic data: Population census	Population	Total fertility rate	Infant mortality rate
Chad	8	1993	World Bank [2]	U.N. Pop. Div.	U.N. Pop. Div.
Chile	97	1992	Official [2]	Official	Official
China	39	1990	World Bank [3]	Official	Survey 1991
Colombia	72	1993	World Bank [2]	Survey 1990	Survey 1990
Congo	43	1984	World Bank [2]	World Bank	World Bank
Costa Rica	80	1984	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Côte d'Ivoire	42	1988	World Bank [3]	Survey 1994	Survey 1994
Croatia	84	1991	Official [2]	World Bank	World Bank
Czech Republic	95	1991	Official [2]	Official	Official
Denmark	130	1991	Official [2]	Official	Official
Dominican Republic	65	1993	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Ecuador	64	1990	World Bank [3]	Survey 1994	Survey 1994
Egypt, Arab Rep.	48	1986	World Bank [2]	Survey 1992	Survey 1992
El Salvador	67	1992	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Estonia	89	1989	Official [2]	Official	Official
Ethiopia[a]	3	1994	World Bank [3]	Survey 1990	U.N. Pop. Div.
Finland	116	1990	Official [2]	Official	Official
France	124	1990	Official [2]	Official	Official
Gabon	100	1993	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Gambia, The	26	1993	World Bank [2]	World Bank	World Bank
Georgia	50	1989	World Bank [3]	Official	Official
Germany[b]	127	—	Official [2]	Official	Official
Ghana	33	1984	World Bank [3]	Survey 1993	Survey 1993
Greece	106	1991	Official [2]	Official	Official
Guatemala	60	1994	Official [2]	U.N. Pop. Div.	U.N. Pop. Div.
Guinea	38	1983	World Bank [1]	World Bank	World Bank
Guinea-Bissau	16	1991	World Bank [2]	World Bank	World Bank
Haiti	14	1982	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Honduras	40	1988	World Bank [3]	Survey 1991–92	Survey 1991–92
† Hong Kong	120	1991	Official [1]	Official	Official
Hungary	99	1990	Official [2]	Official	Official
India	23	1991	World Bank [2]	Survey 1993	Survey 1993
Indonesia	55	1990	World Bank [2]	Survey 1994	Survey 1994
Iran, Islamic Rep.	90	1991	World Bank [2]	U.N. Pop. Div.	Official
Ireland	112	1991	Official [2]	Official	Official
† Israel	113	1983	Official [2]	Official	Official
Italy	117	1991	Official [2]	Official	Official
Jamaica	69	1991	World Bank [3]	World Bank	U.N. Pop. Div.
Japan	131	1990	Official [2]	Official	Official
Jordan	68	1994	World Bank [2]	Official	Survey 1990
Kazakstan	59	1989	World Bank [3]	Official	Official
Kenya	17	1989	World Bank [2]	Survey 1993	Survey 1993
Korea, Rep. of	108	1990	Official [1]	Official	Official
† Kuwait	118	1985	Official [2]	U.N. Pop. Div.	U.N. Pop. Div.
Kyrgyz Republic	44	1989	World Bank [3]	Official	Official
Lao PDR	24	1985	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Latvia	79	1989	Official [2]	Official	Official

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Economy	GNP per capita ranking in tables	Sources of 1994 demographic data: Population census	Population	Total fertility rate	Infant mortality rate
Lesotho	49	1986	World Bank [3]	Survey 1991	Survey 1991
Lithuania	66	1989	Official [2]	Official	Official
Macedonia, FYR	53	1991	World Bank [3]	Official	Official
Madagascar	10	1993	World Bank [2]	Survey 1992	Survey 1992
Malawi	7	1987	World Bank [2]	Survey 1992	Survey 1992
Malaysia	96	1991	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Mali	18	1987	World Bank [2]	Survey 1987	Survey 1987
Mauritania	35	1988	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Mauritius	94	1990	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Mexico	101	1990	World Bank [2]	U.N. Pop. Div.	U.N. Pop. Div.
Moldova	54	1989	Official [2]	Official	Official
Mongolia	22	1989	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Morocco	58	1994	World Bank [2]	Survey 1995	Survey 1995
Mozambique	2	1980	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Myanmar	51	1983	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Namibia	75	1991	World Bank [2]	Survey 1992	Survey 1992
Nepal	11	1991	World Bank [2]	U.N. Pop. Div.	U.N. Pop. Div.
Netherlands	121	1971	Official [1]	Official	Official
New Zealand	110	1991	Official [2]	Official	Official
Nicaragua	27	1971	World Bank [1]	Survey 1992–93	Survey 1992–93
Niger	15	1988	World Bank [2]	Survey 1992	Survey 1992
Nigeria	19	1991	World Bank [2]	Survey 1990	Survey 1990
Norway	129	1990	Official [2]	Official	Official
Oman	103	1993	World Bank [3]	Survey 1989	Survey 1989
Pakistan	34	1981	World Bank [2]	World Bank	World Bank
Panama	85	1990	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Papua New Guinea	61	1989	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Paraguay	70	1992	World Bank [3]	Survey 1990	Survey 1990
Peru	76	1993	World Bank [2]	Survey 1991–92	Survey 1991–92
Philippines	56	1990	Official [2]	Survey 1993	U.N. Pop. Div.
Poland	81	1988	Official [2]	Official	Official
Portugal	109	1991	Official [2]	Official	Official
Romania	63	1992	Official [2]	Official	Official
Russian Federation	86	1989	World Bank [3]	Official	Official
Rwanda	1	1991	World Bank [2]	Survey 1992	U.N. Pop. Div.
Saudi Arabia	105	1992	World Bank [2]	Survey 1990	Survey 1990
Senegal	41	1988	World Bank [2]	Survey 1992–93	Survey 1992–93
Sierra Leone	6	1985	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
† Singapore	122	1990	Official [1]	Official	Official
Slovak Republic	78	1991	Official [2]	Official	Official
Slovenia	104	1991	Official [2]	Official	Official
South Africa	93	1991	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Spain	111	1991	Official [2]	Official	Official
Sri Lanka	45	1981	Official [2]	Survey 1987	Survey 1987
Sweden	125	1990	Official [2]	Official	Official
Switzerland	132	1990	Official [2]	Official	Official
Tajikistan	29	1989	Official [2]	Official	Official

Economy	GNP per capita ranking in tables	Sources of 1994 demographic data: Population census	Population	Total fertility rate	Infant mortality rate
Tanzania	4	1988	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Thailand	82	1990	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Togo	25	1981	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Trinidad and Tobago	98	1990	World Bank [2]	Survey 1987	Survey 1987
Tunisia	73	1994	World Bank [2]	U.N. Pop. Div.	U.N. Pop. Div.
Turkey	83	1990	World Bank [1]	U.N. Pop. Div.	U.N. Pop. Div.
Turkmenistan	91	1989	World Bank [3]	Official	Official
Uganda	9	1991	World Bank [2]	Survey 1991	Survey 1991
Ukraine	74	1991	Official [2]	Official	Official
† *United Arab Emirates*	133	1980	World Bank [1]	U.N. Pop. Div.	Survey 1987
United Kingdom	115	1991	Official [1]	Official	Official
United States of America	128	1990	Official [2]	Official	Official
Uruguay	102	1985	World Bank [3]	U.N. Pop. Div.	U.N. Pop. Div.
Uzbekistan	57	1989	World Bank [3]	Official	Official
Venezuela	87	1990	Official [2]	U.N. Pop. Div.	U.N. Pop. Div.
Vietnam	12	1989	World Bank [3]	Survey 1995	Survey 1995
Yemen, Rep. of	20	1994	World Bank [2]	Survey 1991–92	Survey 1991–92
Zambia	28	1990	World Bank [1]	U.N. Pop. Div.	Survey 1987
Zimbabwe	37	1992	World Bank [2]	Survey 1994	Survey 1994

Note: Economies with sparse data or with populations of more than 30,000 and fewer than 1 million are shown separately only in Table 1a; however, they are included in the country group totals and weighted averages in the main tables. For data comparability and coverage, see the Technical Notes.

a. In all tables, data for Ethiopia after 1991 exclude Eritrea unless otherwise noted.

b. In all tables, data refer to the unified Germany unless otherwise noted.

Population

Official

1. Published by a National Statistical Office, or another official country source, such as Central Bank, Ministry of Planning, etc.
2. Reported as an official estimate by Eurostat, Council of Europe, U.N. Statistical Office, South Pacific Commission, or similar international organization.

World Bank

1. Based on the U.N. Population Division's latest estimates and projections for 1990 and 1995.
2. Based on a projection from the latest census.
3. Based on a projection from the latest available official estimate.

Fertility and Mortality Rates

Official

Estimate based on vital registration or other official data collection instrument.

U.N. Pop. Div.

World Bank estimate based on the U.N. Population Division's estimates and projections for 1990–94 and 1995–99.

Survey

World Bank estimate from the latest available Demographic and Health Survey, Contraceptive Prevalence Survey, or other survey or census module showing vital rates estimates.

World Bank

Estimated from other sources, including Bank economic and sector reports, other country studies, and level and trends in other indicators.

Table 1. Basic indicators

		Population (millions) mid-1994	Area (thousands of sq. km)	GNP per capita[a] Dollars 1994	GNP per capita[a] Avg. ann. growth (%) 1985–94	PPP estimates of GNP per capita[b] US=100 1987	US=100 1994	Current int'l $ 1994	Life expectancy at birth (years) 1994	Adult literacy (%) 1995
Low-income economies		**3,182.2 t**	**40,391 t**	**380 w**	**3.4 w**				**63 w**	**34 w**
Excluding China and India		**1,077.7 t**	**27,543 t**	**360 w**	**–1.1 w**				**56 w**	**46 w**
1	Rwanda	7.8	26	80	–6.6	3.8	1.3	330[c]	..	40
2	Mozambique	15.5	802	90	3.8	2.7	3.3	860[d]	46	60
3	Ethiopia	54.9	1,097	100	..	2.0	1.7	430[c]	49	65
4	Tanzania[e]	28.8	945	140	0.8	2.6	2.4	620[c]	51	32
5	Burundi	6.2	28	160	–0.7	3.4	2.7	700[d]	50	65
6	Sierra Leone	4.4	72	160	–0.4	3.1	2.7	700[c]	40	69
7	Malawi	9.5	118	170	–0.7	3.1	2.5	650[c]	44	44
8	Chad	6.3	1,284	180	0.7	2.7	2.8	720[d]	48	52
9	Uganda	18.6	236	190	2.3	5.0	5.4	1,410[d]	42	38
10	Madagascar	13.1	587	200	–1.7	3.1	2.5	640[c]	52	..
11	Nepal	20.9	141	200	2.3	4.4	4.8	1,230[d]	54	73
12	Vietnam	72.0	332	200	..	..	..	..	68	6
13	Bangladesh	117.9	144	220	2.0	4.9	5.1	1,330[c]	57	62
14	Haiti	7.0	28	230	–5.0	6.2	3.6	930[d]	57	55
15	Niger	8.7	1,267	230	–2.1	3.8	3.0	770[d]	46	86
16	Guinea-Bissau	1.0	36	240	2.2	2.9	3.2	820[d]	38	45
17	Kenya	26.0	580	250	0.0	5.7	5.1	1,310[c]	59	22
18	Mali	9.5	1,240	250	1.0	2.3	2.0	520[c]	49	69
19	Nigeria	108.0	924	280	1.2	4.3	4.6	1,190[c]	52	43
20	Yemen, Rep.	14.8	528	280	..	..	..	..	53	..
21	Burkina Faso	10.1	274	300	–0.1	3.5	3.1	800[d]	49	81
22	Mongolia	2.4	1,566	300	–3.2	..	..	..	64	..
23	India	913.6	3,288	320	2.9	4.4	4.9	1,280[c]	62	48
24	Lao PDR	4.7	237	320	..	..	..	..	52	43
25	Togo	4.0	57	320	–2.7	6.0	4.4	1,130[d]	55	48
26	Gambia, The	1.1	11	330	0.5	4.8	4.3	1,100[d]	45	61
27	Nicaragua	4.2	130	340	–6.1	13	7	1,800[d]	67	34
28	Zambia	9.2	753	350	–1.4	4.1	3.3	860[c]	47	22
29	Tajikistan[f]	5.8	143	360	–11.4	12.1	3.7	970[g]	67	..
30	Benin	5.3	113	370	–0.8	7.0	6.3	1,630[c]	50	63
31	Central African Republic	3.2	623	370	–2.7	5.4	4.5	1,160[d]	49	40
32	Albania	3.2	29	380	..	..	..	..	73	..
33	Ghana	16.6	239	410	1.4	7.9	7.9	2,050[d]	58	36
34	Pakistan	126.3	796	430	1.3	8.5	8.2	2,130[c]	60	62
35	Mauritania	2.2	1,026	480	0.2	6.4	6.1	1,570[d]	51	62
36	Azerbaijan[f]	7.5	87	500	–12.2	21.7	5.8	1,510[g]	69	..
37	Zimbabwe	10.8	391	500	–0.5	8.7	7.9	2,040[c]	58	15
38	Guinea	6.4	246	520	1.3	..	..	..	44	64
39	China	1,190.9	9,561	530[h]	7.8	5.8	9.7	2,510[h]	69	19
40	Honduras	5.8	112	600	0.5	8.1	7.5	1,940[i]	66	27
41	Senegal	8.3	197	600	–0.7	7.3	6.1	1,580[c]	50	67
42	Côte d'Ivoire	13.8	322	610	–4.6	8.3	5.3	1,370[c]	56	60
43	Congo	2.6	342	620	–2.9	11.2	7.3	1,900[c]	51	25
44	Kyrgyz Republic[f]	4.5	198	630	–5.0	13.5	6.7	1,730[g]	68	..
45	Sri Lanka	17.9	66	640	2.9	10.7	12.2	3,160[c]	72	10
46	Armenia[f]	3.7	30	680	–13.0	26.5	8.3	2,160[g]	71	..
47	Cameroon	13.0	475	680	–6.9	15.0	7.5	1,950[c]	57	37
48	Egypt, Arab Rep.	56.8	1,001	720	1.3	14.4	14.4	3,720[c]	62	49
49	Lesotho	1.9	30	720	0.6	6.6	6.7	1,730[d]	61	29
50	*Georgia*[f]	5.4	70	..	..	..	..	..	73	..
51	*Myanmar*	45.6	677	..	..	..	..	..	58	17
Middle-income economies		**1,569.9 t**	**61,263 t**	**2,520 w**	**–0.1 w**				**67 w**	..
Lower-middle-income		**1,096.9 t**	**40,594 t**	**1,590 w**	**–1.2 w**				**67 w**	..
52	Bolivia	7.2	1,099	770	1.7	8.9	9.3	2,400[i]	60	17
53	Macedonia, FYR	2.1	26	820	..	..	..	..	73	..
54	Moldova[f]	4.3	34	870	..	..	..	..	68	..
55	Indonesia	190.4	1,905	880	6.0	10.0	13.9	3,600[i]	63	16
56	Philippines	67.0	300	950	1.7	10.4	10.6	2,740[c]	65	5
57	Uzbekistan[f]	22.4	447	960	–2.3	12.5	9.2	2,370[g]	70	..
58	Morocco	26.4	447	1,140	1.2	13.1	13.4	3,470[c]	65	56
59	Kazakstan[f]	16.8	2,717	1,160	–6.5	24.2	10.9	2,810[g]	68	..
60	Guatemala	10.3	109	1,200	0.9	13.5	13.3	3,440[i]	65	44
61	Papua New Guinea	4.2	463	1,240	2.2	9.1	10.4	2,680[d]	57	28
62	Bulgaria	8.4	111	1,250	–2.7	23.5	16.9	4,380[i]	71	..
63	Romania	22.7	238	1,270	–4.5	22.7	15.8	4,090[i]	70	..
64	Ecuador	11.2	284	1,280	0.9	15.9	16.2	4,190[i]	69	10
65	Dominican Republic	7.6	49	1,330	2.2	13.9	14.5	3,760[i]	70	18
66	Lithuania[f]	3.7	65	1,350	–8.0	33.8	12.7	3,290[i]	69	..
67	El Salvador	5.6	21	1,360	2.2	8.4	9.3	2,410[i]	67	29
68	Jordan	4.0	89	1,440	–5.6	25.4	15.8	4,100[d]	70	13
69	Jamaica	2.5	11	1,540	3.9	11.1	13.1	3,400[k]	74	15
70	Paraguay	4.8	407	1,580	1.0	13.7	13.7	3,550[i]	68	8
71	Algeria	27.4	2,382	1,650	–2.5	..	..	..	69	38
72	Colombia	36.3	1,139	1,670	2.4	19.0	20.6	5,330[i]	70	9

Note: For other economies see Table 1a. For data comparability and coverage, see the technical notes.

		Population (millions) mid-1994	Area (thousands of sq. km)	GNP per capita[a] Dollars 1994	GNP per capita[a] Avg. ann. growth (%) 1985–94	PPP estimates of GNP per capita[b] US=100 1987	US=100 1994	Current int'l $ 1994	Life expectancy at birth (years) 1994	Adult illiteracy (%) 1995
73	Tunisia	8.8	164	1,790	2.1	18.5	19.4	5,020[c]	68	33
74	Ukraine[†]	51.9	604	1,910	–8.0	20.4	10.1	2,620[c]	68	..
75	Namibia	1.5	824	1,970	3.3	17.0	16.7	4,320[d]	59	..
76	Peru	23.2	1,285	2,110	–2.0	18.0	13.9	3,610[c]	65	11
77	Belarus[†]	10.4	208	2,160	–1.9	25.1	16.7	4,320[c]	69	..
78	Slovak Republic	5.3	49	2,250	–3.0	..	..	..	72	..
79	Latvia[†]	2.5	64	2,320	–6.0	24.1	12.4	3,220[c]	68	..
80	Costa Rica	3.3	51	2,400	2.8	..	..	..	77	5
81	Poland	38.5	313	2,410	0.8	21.4	21.2	5,480[c]	72	..
82	Thailand	58.0	513	2,410	8.6	16.4	26.9	6,970[c]	69	6
83	Turkey	60.8	779	2,500	1.4	20.9	18.2	4,710[c]	67	18
84	Croatia	4.8	57	2,560	..	..	..	..	73	..
85	Panama	2.6	76	2,580	–1.2	26.6	22.1	5,730[c]	73	9
86	Russian Federation[†]	148.3	17,075	2,650	–4.1	30.6	17.8	4,610[c]	64	..
87	Venezuela	21.2	912	2,760	0.7	33.7	30.0	7,770[c]	71	9
88	Botswana	1.4	582	2,800	6.6	15.4	20.1	5,210[e]	68	30
89	Estonia[†]	1.5	45	2,820	–6.1	29.9	17.4	4,510[c]	70	..
90	*Iran, Islamic Rep.*	62.5	1,648	..	..	..	..	..	68	28
91	*Turkmenistan*[†]	4.4	488	..	..	..	..	..	66	..
Upper-middle-income		**472.8 t**	**20,669 t**	**4,640 w**	**1.4 w**				**69 w**	**13 w**
92	Brazil	159.1	8,512	2,970	–0.4	24.2	20.9	5,400[c]	67	17
93	South Africa	40.5	1,221	3,040	–1.3	23.9	19.8	5,130[d]	64	18
94	Mauritius	1.1	2	3,150	5.8	39.4	49.1	12,720[c]	70	17
95	Czech Republic	10.3	79	3,200	–2.1	44.1	34.4	8,900[c]	73	..
96	Malaysia	19.7	330	3,480	5.6	23.5	32.6	8,440[k]	71	17
97	Chile	14.0	757	3,520	6.5	24.8	34.4	8,890[c]	72	5
98	Trinidad and Tobago	1.3	5	3,740	–2.3	40.9	33.5	8,670[d]	72	2
99	Hungary	10.3	93	3,840	–1.2	28.9	23.5	6,080[c]	70	..
100	Gabon	1.3	268	3,880	–3.7	..	..	..	54	37
101	Mexico	88.5	1,958	4,180	0.9	27.8	27.2	7,040[k]	71	10
102	Uruguay	3.2	177	4,660	2.9	28.1	29.8	7,710[c]	73	3
103	Oman	2.1	212	5,140	0.5	34.7	33.2	8,590[d]	70	..
104	Slovenia	2.0	20	7,040	..	33.3	24.1	6,230[c]	74	..
105	Saudi Arabia	17.8	2,150	7,050	–1.7	45.7	36.6	9,480[d]	70	37
106	Greece	10.4	132	7,700	1.3	42.1	42.2	10,930[c]	78	..
107	Argentina	34.2	2,767	8,110	2.0	32.1	33.7	8,720[c]	72	4
108	Korea, Rep.	44.5	99	8,260	7.8	27.3	39.9	10,330[c]	71	m
Low- and middle-income		**4,752.2 t**	**101,655 t**	**1,090 w**	**0.7 w**				**64 w**	**29 w**
Sub-Saharan Africa		**571.9 t**	**24,274 t**	**460 w**	**–1.2 w**				**52 w**	**43 w**
East Asia and Pacific		**1,734.7 t**	**16,367 t**	**860 w**	**6.9 w**				**68 w**	**17 w**
South Asia		**1,220.3 t**	**5,133 t**	**320 w**	**2.7 w**				**61 w**	**50 w**
Europe and Central Asia		**487.4 t**	**24,354 t**	**2,090 w**	**–3.2 w**				**68 w**	..
Middle East and N. Africa		**266.7 t**	**11,021 t**	**1,580 w**	**–0.4 w**				**66 w**	**39 w**
Latin America and Caribbean		**470.9 t**	**20,505 t**	**3,340 w**	**0.6 w**				**68 w**	**13 w**
High-income economies		**849.9 t**	**31,824 t**	**23,420 w**	**1.9 w**				**77 w**	..
109	Portugal	9.9	92	9,320	4.0	41.3	46.3	11,970[c]	75	..
110	New Zealand	3.5	271	13,350	0.7	63.2	61.3	15,870[c]	76	m
111	Spain	39.1	505	13,440	2.8	50.2	53.1	13,740[c]	77	..
112	Ireland	3.6	70	13,530	5.0	40.6	52.4	13,550[c]	76	m
113	†Israel	5.4	21	14,530	2.3	56.5	59.1	15,300[c]	77	..
114	Australia	17.8	7,713	18,000	1.2	69.9	70.0	18,120[c]	77	m
115	United Kingdom	58.4	245	18,340	1.3	70.7	69.4	17,970[c]	76	m
116	Finland	5.1	338	18,850	–0.3	72.1	62.4	16,150[c]	76	m
117	Italy	57.1	301	19,300	1.8	70.9	71.3	18,460[c]	78	m
118	†Kuwait	1.6	18	19,420	1.1	84.3	95.6	24,730[d]	76	21
119	Canada	29.2	9,976	19,510	0.3	83.2	77.1	19,960[c]	78	m
120	†Hong Kong	6.1	1	21,650[n]	5.3[n]	..	..	..	78	8
121	Netherlands	15.4	37	22,010	1.9	70.0	72.4	18,750[c]	78	m
122	†Singapore	2.9	1	22,500	6.1	60.2	84.6	21,900[d]	75	9
123	Belgium	10.1	31	22,870	2.3	74.6	78.3	20,270[c]	76	m
124	France	57.9	552	23,420	1.6	75.9	76.0	19,670[c]	78	m
125	Sweden	8.8	450	23,530	–0.1	76.1	66.2	17,130[c]	78	m
126	Austria	8.0	84	24,630	2.0	72.8	75.6	19,560[c]	77	m
127	Germany	81.5	357	25,580	..	..	75.3	19,480[c]	76	m
128	United States	260.6	9,364	25,880	1.3	100.0	100.0	25,880[c]	77	m
129	Norway	4.3	324	26,390	1.4	77.7	78.1	20,210[c]	78	m
130	Denmark	5.2	43	27,970	1.3	76.6	76.8	19,880[c]	75	m
131	Japan	125.0	378	34,630	3.2	74.7	81.7	21,140[c]	79	m
132	Switzerland	7.0	41	37,930	0.5	104.5	97.2	25,150[c]	78	m
133	† *United Arab Emirates*	2.4	84	..	0.4	..	..	..	75	21
World		**5,601.3 t**	**133,478 t**	**4,470 w**	**0.9 w**				**67 w**	..

†Economies classified by the United Nations or otherwise regarded by their authorities as developing. a. *Atlas* method; see the technical notes. b. Purchasing power parity; see the technical notes. c. Extrapolated from 1985 ICP estimates. d. Based on regression estimates. e. In all tables, GDP and GNP cover mainland Tanzania. f. Estimates for economies of the former Soviet Union are preliminary; their classification will be kept under review. g. Extrapolated from 1990 ICP estimates. h. World Bank estimate. i. Extrapolated from 1980 ICP estimates. j. Extrapolated from 1993 ICP estimates. k. Extrapolated from 1975 ICP estimates. m. According to UNESCO, illiteracy is less than 5 percent. n. Data refer to GDP.

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Table 2. Macroeconomic indicators

		Central gov't. curr. deficit/surplus[a] (% of GNP)		Money, broadly defined: Avg. ann. nom. gr. rate (%)	Money, broadly defined: Average outstanding as a % of GDP		Nominal interest rates of banks (average annual %): Deposit rate		Nominal interest rates of banks (average annual %): Lending rate		Average annual inflation (%) (GDP deflator)	Current account balance before official transfers (% of GNP)		Gross international reserves (months of import cov.)		Net present value of external debt (% of GNP)
		1980	1994	1985–94	1980	1994	1980	1994	1980	1994	1984–94	1980	1994	1980	1994	1994
Low-income economies																32 w
Excluding China and India																60 w
1	Rwanda	3.5	–5.5	5.4	13.6	..	6.5	5.0	13.5	15.0	4.5	–13.3	–69.1	6.7	*1.1*	78
2	Mozambique	..	..	..	..	..	..	..	..	..	53.2	–20.7	–71.4	..	..	351
3	Ethiopia	..	..	..	..	44.4	..	11.5	..	14.3	..	–4.8[b]	–6.9	4.0[b]	5.9	68
4	Tanzania	*–1.3*	..	35.0	..	30.7	4.0	..	11.5	39.0	33.3	–9.7	..	..	..	167
5	Burundi	*1.9*	..	8.5	13.5	..	2.5	..	12.0	..	5.4	..	–16.6	..	8.5	50
6	Sierra Leone	–5.1	–1.9	56.4	20.6	11.0	9.2	11.6	11.0	27.5	67.5	–19.9	..	..	..	138
7	Malawi	1.2	..	21.4	18.0	20.5	7.9	25.0	16.7	31.0	18.8	–27.4	–44.0	1.4	0.6	73
8	Chad	..	..	–2.7	20.0	10.9	5.5	8.1	11.0	17.5	1.7	–2.1	..	1.7	*2.9*	43
9	Uganda	–2.2	..	..	12.7	9.8	6.8	10.0	10.8	..	75.4	..	–6.7	..	..	48
10	Madagascar	..	–2.5	23.7	18.2	20.5	..	..	..	..	15.8	–15.5	–18.5	..	..	161
11	Nepal	7.6	..	21.2	21.9	33.7	4.0	..	14.0	..	12.1	–5.1	–6.1	8.9	6.8	27
12	Vietnam	..	..	..	..	..	..	..	..	..	102.6	..	..	..	..	135
13	Bangladesh	11.2	..	14.2	18.4	35.0	8.2	6.4	11.3	14.4	6.6	–11.1	–1.4	1.5	7.9	32
14	Haiti	–3.3	..	15.3	24.0	43.0	10.0	..	..	..	13.2	–9.4	–6.8	0.6	..	25
15	Niger	3.1	..	1.0	13.3	14.6	6.2	*7.8*	14.5	*16.8*	0.2	–17.3	–7.1	1.6	3.9	58
16	Guinea-Bissau	..	..	62.9	..	14.1	..	28.7	..	36.5	65.7	–48.9	–15.6	..	..	222
17	Kenya	*2.6*	–0.4	18.9	29.8	*32.2*	5.8	..	10.6	..	11.7	–13.7	–0.5	2.1	2.5	80
18	Mali	–1.4	..	5.3	17.9	20.0	6.2	*7.8*	14.5	*16.8*	5.4	–14.3	–10.6	0.6	3.4	84
19	Nigeria	..	..	23.3	23.8	..	5.3	13.1	8.4	20.5	29.6	5.7	–6.4	5.7	1.6	92
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	..	..	..	..	1.0	..
21	Burkina Faso	2.0	*0.5*	8.2	13.8	20.0	6.2	*7.8*	14.5	*16.8*	1.6	–15.5	*–17.5*	1.5	*5.0*	51
22	Mongolia	..	3.7	..	..	23.9	..	92.3	..	233.6	46.0	–24.9	–8.2	..	2.4	58
23	India	0.0	–1.8	16.9	34.7	45.2	..	..	16.5	*16.3*	9.7	–1.7	–0.9	8.0	6.7	24
24	Lao PDR	..	..	38.4	..	13.2	7.2	12.0	4.8	24.0	24.2	..	–8.5	..	2.0	40
25	Togo	*1.9*	..	–1.2	29.0	25.3	6.2	*7.8*	14.5	*17.5*	3.3	–16.4	–3.1	1.4	3.5	98
26	Gambia, The	7.1	7.5	15.2	21.1	23.8	5.0	12.6	15.0	25.0	10.1	–51.4	–5.1	..	..	59
27	Nicaragua	–1.6	–0.9	..	24.5	23.2	..	11.7	..	20.1	1,311.2	–26.0	–67.7	0.9	1.2	707
28	Zambia	–8.7	–2.9	73.3	28.4	10.8	7.0	*48.5*	9.5	*113.5*	92.0	–14.5	..	1.3	..	157
29	Tajikistan	..	..	..	..	..	..	..	..	..	104.3	..	..	..	..	25
30	Benin	..	..	9.5	17.1	25.0	6.2	*7.8*	14.5	*16.8*	2.9	–7.9	..	0.4	6.1	56
31	Central African Republic	*–2.0*	..	4.2	18.9	18.6	5.5	8.1	10.5	17.5	2.6	–18.0	..	2.2	9.2	52
32	Albania	..	..	..	..	..	..	19.8	..	23.7	32.7	..	–12.9	6.7	..	45
33	Ghana	–2.9	*–0.9*	38.4	16.2	15.8	11.5	23.1	19.0	..	28.6	–1.4	–9.0	3.1	3.9	63
34	Pakistan	1.8	–2.1	15.3	38.7	42.3	..	..	..	..	8.8	–4.9	–3.9	3.1	3.5	42
35	Mauritania	..	..	8.7	20.5	21.7	5.5	*5.0*	12.0	*10.0*	7.2	–37.6	–14.4	3.6	0.9	162
36	Azerbaijan	..	..	..	..	..	..	..	..	..	122.8	..	..	..	..	3
37	Zimbabwe	–9.1	..	20.7	35.2	25.8	3.5	26.8	17.5	34.9	19.7	–4.8	–5.7	2.7	*3.2*	69
38	Guinea	..	*3.1*	..	..	9.4	..	18.0	..	22.0	18.6	..	..	..	..	60
39	China	..	..	23.7	33.2	*85.5*	5.4	11.0	5.0	11.0	8.4	–1.6	1.4	4.9	5.9	16
40	Honduras	..	..	18.2	23.1	25.3	*10.6*	11.6	*16.5*	24.7	13.0	–13.4	–9.7	1.5	1.2	97
41	Senegal	1.8	..	3.1	26.6	18.6	6.2	*7.8*	14.5	*16.8*	2.9	–18.1	–9.4	0.2	1.3	65
42	Côte d'Ivoire	4.0	..	0.2	26.7	24.6	6.2	*7.8*	14.5	*16.8*	0.2	–18.7	–13.3	0.1	0.7	282
43	Congo	..	..	1.1	14.8	16.2	6.5	8.1	11.0	17.5	–0.3	–15.2	..	0.9	0.5	382
44	Kyrgyz Republic	..	..	..	..	..	..	..	..	..	100.9	..	..	..	..	13
45	Sri Lanka	–4.6	–3.0	16.5	28.5	30.5	14.5	15.3	19.0	13.0	11.0	–18.7	–8.1	1.5	*4.4*	41
46	Armenia	..	..	..	..	..	..	..	..	..	138.6	..	..	..	..	8
47	Cameroon	5.7	*0.2*	–3.5	18.5	19.1	7.5	8.1	13.0	17.5	1.3	–5.8	–3.8	1.1	0.1	86
48	Egypt, Arab Rep.	*9.6*	6.5	19.9	52.2	97.2	8.3	11.8	13.3	16.5	16.4	–2.0	–1.3	3.1	10.7	52
49	Lesotho	*0.7*	..	14.1	..	31.4	9.6	8.4	11.0	14.3	14.0	–17.8	–26.6	..	..	26
50	*Georgia*	..	..	..	..	..	..	..	..	..	228.3	..	..	..	..	56
51	*Myanmar*	3.9	*0.8*	16.3	23.9	..	1.5	9.0	8.0	..	26.5	–5.3	–0.5	5.6	3.5	7
Middle-income economies																29 w
Lower-middle-income																36 w
52	Bolivia	..	–2.7	46.7	16.2	45.1	18.0	18.4	28.0	55.6	20.0	–1.8	–7.3	6.0	5.8	66
53	Macedonia, FYR	..	..	..	..	..	..	..	..	..	..	..	..	..	1.2	53
54	Moldova	..	..	..	..	7.2	..	..	..	..	..	..	–4.9	..	2.6	12
55	Indonesia	10.0	*8.9*	23.5	13.2	..	6.0	*20.4*	..	*20.2*	8.9	3.3	–1.6	4.1	5.2	50
56	Philippines	4.1	*1.9*	20.3	20.7	41.2	12.3	10.5	14.0	15.1	10.0	–6.2	–4.5	4.6	3.1	53
57	Uzbekistan	..	..	..	..	..	..	..	..	..	109.1	..	0.0	..	..	5
58	Morocco	0.5	5.7	13.8	58.5	58.4	4.9	..	7.0	10.0	5.0	–8.6	–2.5	1.7	5.6	64
59	Kazakstan	..	..	..	..	..	..	..	..	..	150.2	..	–4.0	..	..	14
60	Guatemala	2.1	0.8	23.3	20.5	23.4	9.0	9.7	11.0	22.9	19.5	–2.5	–6.0	4.2	5.0	19
61	Papua New Guinea	–6.3	–4.6	8.5	32.9	30.2	6.9	5.1	11.1	9.2	5.9	–22.6	8.5	5.6	0.6	96
62	Bulgaria	..	–4.7	..	..	..	..	52.5	..	*64.1*	42.2	5.1	1.9	..	..	100
63	Romania	15.9	*2.2*	44.7	33.4	15.2	..	..	..	..	62.0	..	–1.0	2.0	4.9	17
64	Ecuador	1.0	3.6	61.0	20.2	..	..	33.6	9.0	44.0	47.5	–5.6	–6.2	4.2	4.4	85
65	Dominican Republic	3.0	*8.1*	33.8	17.8	23.5	..	..	..	..	28.9	–11.0	–2.5	1.5	0.9	37
66	Lithuania	..	0.2	..	..	..	..	27.4	..	62.3	102.5	..	..	..	2.9	7
67	El Salvador	0.4	0.8	21.2	28.0	36.4	..	13.6	..	19.0	15.5	0.1	–3.7	3.6	3.4	20
68	Jordan	..	3.9	10.9	..	104.5	..	5.2	..	9.0	9.2	..	–12.5	6.8	5.0	87
69	Jamaica	..	..	32.5	32.8	40.0	9.5	36.4	13.6	49.5	27.6	–3.6	–0.4	0.8	*1.5*	94
70	Paraguay	3.2	3.0	37.8	19.8	24.7	..	23.1	..	32.5	26.2	..	..	6.7	3.1	22
71	Algeria	..	..	14.6	55.3	46.4	..	..	..	..	22.0	0.8	–4.5	5.8	4.5	61
72	Colombia	1.6	*2.9*	31.9	17.1	19.8	..	29.4	..	40.5	25.6	..	..	..	5.8	28

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Central gov't. curr. deficit/surplus[a] (% of GNP)		Money, broadly defined: Avg. ann. nom. gr. rate (%)	Money, broadly defined: Average outstanding as a % of GDP		Nominal interest rates of banks (average annual %): Deposit rate		Nominal interest rates of banks (average annual %): Lending rate		Average annual inflation (%) (GDP deflator)	Current account balance before official transfers (% of GNP)		Gross international reserves (months of import cov.)		Net present value of external debt (% of GNP)
		1980	1994	1985–94	1980	1994	1980	1994	1980	1994	1984–94	1980	1994	1980	1994	1994
73	Tunisia	9.4	3.5	10.2	37.6	44.3	2.5	..	7.2	..	6.3	-5.0	-2.7	2.1	2.3	52
74	Ukraine	..	..	..	..	..	..	208.6	..	250.3	297.0	..	..	..	..	6
75	Namibia	..	*0.7*	..	..	33.0	..	9.2	..	17.1	10.6	..	-0.6	..	1.3	..
76	Peru	*2.1*	*2.2*	469.4	16.5	15.3	..	22.3	..	53.6	492.2	-1.2	-6.0	6.6	9.7	41
77	Belarus	..	*-0.5*	..	..	..	..	..	..	..	136.7	..	..	..	..	5
78	Slovak Republic	..	..	..	..	69.3	..	9.3	..	14.6	9.8	..	5.8	..	5.1	30
79	Latvia	..	-0.9	..	..	30.4	..	31.7	..	55.9	69.8	..	..	..	5.3	6
80	Costa Rica	-3.7	-2.3	24.8	38.8	36.5	*18.3*	17.7	*25.0*	33.0	18.2	-14.8	-6.5	1.2	2.7	42
81	Poland	..	1.0	94.8	57.0	31.7	..	30.6	8.0	32.8	97.8	-6.9	-3.1	0.3	2.8	37
82	Thailand	-0.1	6.6	20.1	34.5	74.2	12.0	8.5	18.0	14.4	5.0	-7.0	-5.9	3.3	5.3	42
83	Turkey	3.2	-2.1	70.2	17.2	21.9	8.0	87.8	..	..	65.8	-6.2	1.7	4.5	5.4	44
84	Croatia	..	4.6	..	..	18.3	..	6.5	..	22.9	..	..	0.0	..	2.5	15
85	Panama	0.3	*6.0*	10.5	32.8	64.8	..	6.1	..	10.2	1.6	-9.7	*-2.6*	..	..	104
86	Russian Federation	..	-5.7	..	..	13.7	..	..	..	..	124.3	..	..	..	1.5	23
87	Venezuela	7.4	2.7	35.0	28.7	24.0	..	39.0	..	46.6	36.4	6.7	..	9.3	9.3	59
88	Botswana	11.6	*23.5*	20.6	28.2	26.4	5.0	10.4	8.5	13.9	11.7	-22.5	4.4	..	..	13
89	Estonia	..	..	..	..	23.8	..	11.5	..	25.1	77.3	..	*-1.7*	..	3.8	8
90	*Iran, Islamic Rep.*	-6.1	8.6	25.6	54.4	37.2	..	..	..	..	25.4	-2.8	..	9.2	..	33
91	*Turkmenistan*	..	..	..	..	..	..	..	..	..	58.6	..	*18.0*	..	..	1
Upper-middle-income																..
92	Brazil	..	..	916.8	9.6	..	115.0	5,175.0	..	..	900.3	-5.6	-0.2	2.3	8.5	26
93	South Africa	4.6	-7.7	21.7	90.8	50.4	5.5	11.1	9.5	15.6	14.5	4.9	-0.2	5.7	1.5	..
94	Mauritius	-1.9	4.1	21.0	40.0	70.1	*9.2*	11.0	*12.2*	18.9	8.8	-11.1	-6.8	1.9	3.9	35
95	Czech Republic	..	3.4	..	..	74.1	..	7.1	..	15.1	11.8	..	-0.0	..	4.2	28
96	Malaysia	7.9	8.9	14.8	46.1	83.9	6.2	..	7.8	7.6	3.1	1.0	-6.6	4.7	4.5	53
97	Chile	6.9	4.9	26.2	21.0	34.9	37.7	15.1	47.1	20.5	18.5	-7.8	-2.4	5.9	10.3	41
98	Trinidad and Tobago	25.4	..	3.8	27.1	39.3	6.6	6.9	10.0	16.0	6.5	5.9	5.6	11.3	2.5	47
99	Hungary	*4.9*	..	18.2	..	43.4	3.0	20.3	..	27.4	19.4	*-2.2*	-9.4	..	5.1	66
100	Gabon	..	..	..	15.5	13.0	7.5	8.1	12.5	17.5	3.5	8.8	..	0.7	0.9	110
101	Mexico	3.9	..	49.3	25.2	30.2	20.6	13.5	28.1	..	40.0	-5.4	-8.1	1.5	1.0	32
102	Uruguay	2.2	-0.3	75.5	31.2	34.0	50.3	37.0	66.6	95.1	75.8	-7.7	-2.8	..	5.0	31
103	Oman	8.9	-6.0	5.6	13.8	30.4	..	4.3	..	8.6	0.1	15.4	*-10.4*	3.2	*2.2*	28
104	Slovenia	..	..	..	..	29.2	..	27.9	..	39.4	..	..	3.9	..	2.2	15
105	Saudi Arabia	..	..	5.3	13.8	52.4	..	..	..	..	2.8	30.2	*-10.9*	5.0	*2.1*	..
106	Greece	-0.4	*-14.3*	15.1	50.5	53.2	14.5	18.9	21.2	27.4	15.5	-5.5	-6.3	3.7	8.2	..
107	Argentina	..	..	311.1	19.0	*16.1*	79.6	8.1	..	10.1	317.2	-6.3	-3.6	7.0	6.1	25
108	Korea, Rep.	2.9	4.9	18.8	29.0	40.6	19.5	8.5	18.0	8.5	6.8	-9.5	-1.1	1.3	2.6	14
Low- and middle-income																30 w
Sub-Saharan Africa																50 w
East Asia and Pacific																28 w
South Asia																26 w
Europe and Central Asia																25 w
Middle East and N. Africa																32 w
Latin America and Caribbean																39 w
High-income economies																..
109	Portugal	-2.8	*-2.1*	16.5	69.9	77.1	19.0	8.4	18.8	15.0	12.0	-3.8	*-1.9*	..	8.8	..
110	New Zealand	-1.7	1.5	21.0	..	75.7	*11.0*	6.4	12.6	9.7	4.6	-4.2	-3.1	0.6	2.4	..
111	Spain	0.4	*-1.4*	11.8	75.4	79.2	15.1	6.7	16.9	8.9	6.5	-2.4	-1.5	6.0	4.7	..
112	Ireland	-5.9	*-2.1*	11.3	43.5	49.6	12.0	0.3	16.0	6.1	2.0	-14.2	2.3	2.8	1.9	..
113	†Israel	-17.4	-1.6	22.0	19.9	38.4	..	12.2	176.9	17.4	18.0	-11.3	-8.4	3.6	2.4	..
114	Australia	0.6	-2.6	12.6	36.5	58.2	8.6	..	10.6	*12.0*	4.1	-2.2	-3.7	2.5	*2.5*	..
115	United Kingdom	-1.2	*-4.9*	16.3	29.8	..	14.1	3.4	16.2	5.5	5.4	1.5	0.4	2.0	1.5	..
116	Finland	2.0	*-11.0*	7.2	39.8	58.5	*9.0*	3.5	9.8	7.9	4.2	-3.1	1.0	4.6	3.9	..
117	Italy	-6.3	-8.5	7.9	70.9	..	12.7	4.8	19.0	11.2	6.2	-2.2	2.5	6.4	2.7	..
118	†Kuwait	60.3	..	2.9	53.1	80.2	*9.2*	*7.1*	*9.2*	7.9	..	48.0	15.4	6.2	4.4	..
119	Canada	-2.4	..	9.2	45.1	58.3	12.9	5.6	14.3	6.9	3.1	-0.7	-3.3	2.3	0.8	..
120	†Hong Kong	..	..	..	60.7	..	..	..	..	..	9.0	-4.4	..	..	..	..
121	Netherlands	1.2	-2.2	5.8	67.1	84.2	6.0	3.0	13.5	8.3	1.6	-0.5	3.8	4.6	3.1	..
122	†Singapore	10.1	*13.7*	14.9	57.7	85.6	9.4	3.0	11.7	5.9	3.9	-10.2	3.5	..	..	..
123	Belgium	-3.0	-3.9	5.5	45.0	..	7.7	4.9	*18.0*	9.4	5.2	-2.9	*7.0*	3.6	*1.2*	..
124	France	2.2	-4.2	5.2	71.7	61.4	7.5	4.6	12.5	7.9	2.9	-0.2	1.8	5.8	1.7	..
125	Sweden	-2.6	-11.7	..	54.0	47.5	11.2	4.9	15.2	10.6	5.8	-2.8	1.2	2.0	3.8	..
126	Austria	0.6	*-1.6*	7.2	72.6	89.3	5.0	2.3	..	..	3.2	-5.5	-0.8	6.4	5.4	..
127	Germany	..	*-0.3*	8.3	..	62.5	7.9	4.5	12.0	11.5	..	..	0.3	5.5	2.5	..
128	United States	-0.4	-2.2	4.4	58.7	60.5	13.1[d]	4.6[d]	15.3	7.1	3.3	0.3	-2.1	6.2	2.0	..
129	Norway	4.5	*-1.4*	6.3	51.6	63.6	5.0	5.2	12.6	8.4	3.0	2.2	4.2	3.0	5.1	..
130	Denmark	-1.2	-4.7	4.7	42.6	61.5	10.8	3.8	17.2	8.3	2.9	-4.5	*4.1*	1.9	*2.0*	..
131	Japan	-3.2	..	6.4	83.4	112.1	5.5	1.7	8.3	4.1	1.3	-0.4	3.0	2.9	3.5	..
132	Switzerland	0.7	..	4.7	..	120.7	*8.8*	3.6	5.6	5.5	3.7	0.2	6.9	..	7.7	..
133	†*United Arab Emirates*	-10.5[c]	*-8.9*[c]	4.3	19.0	..	9.5	..	12.1	..	..	..	..	..	..	..
World																..

a. Refers to current budget balance excluding grants. b. Includes Eritrea. c. Data are for budgetary accounts only. d. Certificate of deposit rate.

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Table 3. External economic indicators

		Terms of trade (1987=100)		Export concentration index		Aggregate net resource flows (% of GNP)		Net private capital flows (millions $)		Official development assistance (% of GNP)	
		1985	1994	1984	1992	1980	1994	1980	1994	1980	1994
Low-income economies		**90 m**	..							**2.1 w**	**2.7 w**
Excluding China and India		**89 m**	..							**4.3 w**	**7.0 w**
1	Rwanda	136	*75*	0.811	0.505	9.3	106.1	14	1	13.3	123.4
2	Mozambique	113	*124*	0.274	..	3.8	73.8	0	32	8.4	100.1
3	Ethiopia	119[a]	*74*	0.622[a]	0.557	8.2	18.2	26	–12	4.7	22.9
4	Tanzania	126	*83*	0.359	0.248	16.4	22.7	100	12	12.4	30.3
5	Burundi	133	*52*	0.776	..	8.1	28.1	–3	–1	12.8	32.2
6	Sierra Leone	109	*89*	0.391	0.586	5.5	21.5	–7	38	8.5	21.4
7	Malawi	99	*87*	0.530	0.704	15.7	24.3	30	–1	12.6	37.0
8	Chad	99	*103*	0.617	..	3.4	19.4	0	7	4.9	24.1
9	Uganda	149	*58*	0.932	0.561	9.7	12.9	54	–11	9.0	18.3
10	Madagascar	124	*82*	0.466	0.285	8.7	12.2	131	2	5.8	16.0
11	Nepal	98	*85*	0.237	0.519	6.5	8.0	0	–3	8.3	10.8
12	Vietnam	..	..	..	0.308	..	6.5	0	272	..	5.2
13	Bangladesh	126	*94*	0.326	0.246	13.5	5.9	11	47	9.9	6.9
14	Haiti	89	*52*	0.201	0.266	5.2	37.2	20	2	7.3	37.8
15	Niger	91	*101*	0.738	..	12.9	19.2	199	–22	6.8	25.5
16	Guinea-Bissau	91	*92*	0.557	..	98.4	29.3	18	1	56.6	74.2
17	Kenya	124	*80*	0.340	0.305	8.8	1.6	301	–272	5.6	10.2
18	Mali	100	*103*	0.578	..	12.1	16.5	10	44	16.6	22.0
19	Nigeria	167	*86*	0.943	0.934	0.9	5.7	694	1,885	0.0	0.6
20	Yemen, Rep.	131	*84*	0.663	..	..	..	97	12	..	..
21	Burkina Faso	103	*103*	0.541	0.623	8.4	15.9	4	1	12.5	22.3
22	Mongolia	..	..	..	..	0.0	14.4	0	–12	0.0	22.5
23	India	92	*100*	0.183	0.140	1.4	2.4	868	5,497	1.3	0.8
24	Lao PDR	..	..	0.345	..	..	13.0	0	60	..	13.4
25	Togo	139	*90*	0.461	0.491	12.7	11.3	83	0	8.3	12.2
26	Gambia, The	137	*111*	0.520	..	35.0	13.9	21	6	24.4	20.9
27	Nicaragua	111	*95*	0.454	0.289	13.8	27.4	–26	36	10.9	41.6
28	Zambia	89	*85*	0.844	0.787	14.6	14.8	175	–4	8.9	22.3
29	Tajikistan	..	..	..	..	..	11.5	0	10	..	3.2
30	Benin	111	*110*	0.428	..	7.2	12.9	4	5	6.4	15.7
31	Central African Republic	109	*91*	0.452	..	10.7	16.0	4	4	13.9	19.9
32	Albania	..	..	..	..	..	9.1	0	45	..	7.8
33	Ghana	93	*64*	0.544	0.465	4.1	24.2	–26	838	4.3	11.1
34	Pakistan	112	*101*	0.207	0.228	5.4	6.4	230	1,657	5.1	2.5
35	Mauritania	110	*106*	0.622	0.605	29.4	20.5	27	2	26.2	25.9
36	Azerbaijan	..	..	..	..	..	3.7	0	0	..	4.0
37	Zimbabwe	100	*84*	0.295	0.329	4.2	6.7	22	–70	3.1	10.1
38	Guinea	120	*91*	0.952	..	..	9.6	80	21	..	10.8
39	China	109	*105*	..	0.076	1.0	9.6	1,731	46,555	0.0	0.6
40	Honduras	118	*73*	0.401	0.457	11.7	14.7	136	66	4.2	9.8
41	Senegal	107	*107*	0.311	0.258	9.0	13.8	18	–9	9.0	17.4
42	Côte d'Ivoire	109	*81*	0.318	0.368	11.7	28.0	936	30	2.2	26.2
43	Congo	150	*93*	0.796	0.636	35.5	9.1	440	–130	6.0	31.2
44	Kyrgyz Republic	..	..	..	..	..	5.9	0	10	..	5.8
45	Sri Lanka	106	*88*	0.456	0.232	10.6	5.7	129	213	9.8	4.6
46	Armenia	..	..	..	..	..	7.0	0	0	..	6.9
47	Cameroon	113	*79*	0.479	..	9.6	9.5	409	59	3.9	10.7
48	Egypt, Arab Rep.	147	*95*	0.475	0.361	14.2	6.2	1,131	1,006	6.5	6.4
49	Lesotho	..	..	..	..	10.5	7.3	7	14	14.9	8.3
50	Georgia	..	..	..	..	..	9.0	0	10	..	8.4
51	Myanmar	128	*107*	..	0.282	4.7	0.2	29	34	5.4	0.2
Middle-income economies		**90 m**	..							**0.6 w**	**0.5 w**
Lower-middle-income		**88 m**	..							**1.3 w**	**1.1 w**
52	Bolivia	130	*69*	0.540	0.318	14.1	9.0	203	–5	5.9	10.3
53	Macedonia, FYR	..	..	..	..	..	–2.4	0	–15	..	..
54	Moldova	..	..	..	..	..	5.1	0	23	..	1.4
55	Indonesia	145	*79*	0.499	0.194	2.5	5.4	987	7,408	1.3	1.0
56	Philippines	99	*114*	0.298	0.293	3.9	6.9	840	4,107	0.9	1.6
57	Uzbekistan	..	..	..	..	..	0.2	0	52	..	0.1
58	Morocco	99	*107*	0.284	0.160	7.4	3.9	550	877	4.9	2.1
59	Kazakstan	..	..	..	..	..	4.4	0	394	..	0.3
60	Guatemala	114	*93*	0.310	0.219	2.8	1.9	91	84	0.9	1.7
61	Papua New Guinea	94	*90*	0.495	0.465	16.8	–0.5	105	–231	13.1	6.5
62	Bulgaria	..	..	..	..	1.7	0.1	0	–376	0.0	1.6
63	Romania	66	*111*	..	..	..	4.3	1,360	787	..	0.5
64	Ecuador	143	*82*	0.616	0.467	7.4	5.3	594	705	0.4	1.4
65	Dominican Republic	115	*144*	0.430	0.383	7.1	1.0	132	113	1.9	0.7
66	Lithuania	..	..	..	..	..	1.8	0	13	..	1.4
67	El Salvador	122	*89*	0.557	0.238	3.2	1.9	–17	–40	2.8	3.9
68	Jordan	127	*118*	0.335	0.331	..	4.4	28	–159	..	6.4
69	Jamaica	89	*105*	0.462	0.406	12.3	1.9	9	123	5.1	2.9
70	Paraguay	110	*101*	0.468	0.362	3.6	2.3	120	135	0.7	1.3
71	Algeria	173	*83*	0.534	0.546	3.1	3.4	896	424	0.4	1.0
72	Colombia	124	*71*	0.505	0.238	2.9	2.3	688	1,860	0.3	0.2

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Terms of trade (1987=100)		Export concentration index		Aggregate net resource flows (% of GNP)		Net private capital flows (millions $)		Official development assistance (% of GNP)	
		1985	1994	1984	1992	1980	1994	1980	1994	1980	1994
73	Tunisia	123	*93*	0.414	0.209	7.2	2.8	336	80	2.7	0.7
74	Ukraine	..	..	..	..	..	0.9	0	424	..	0.4
75	Namibia	..	..	..	..	..	..	..	..	0.0	5.9
76	Peru	111	*86*	0.247	0.260	1.8	7.7	–67	3,214	1.0	0.9
77	Belarus	..	..	..	..	..	1.6	0	105	..	0.6
78	Slovak Republic	..	..	..	..	0.0	6.6	0	577	0.0	0.6
79	Latvia	..	..	..	..	..	5.2	0	222	..	0.9
80	Costa Rica	111	*92*	0.352	0.303	9.2	0.3	248	29	1.4	0.9
81	Poland	95	*109*	..	..	5.5	3.8	10	1,244	0.0	2.0
82	Thailand	103	*105*	0.182	0.090	6.5	3.3	1,465	4,138	1.3	0.4
83	Turkey	82	109	0.159	0.119	3.7	1.0	660	1,530	1.7	0.1
84	Croatia	..	..	..	0.108	..	0.3	0	96	..	..
85	Panama	104	*86*	0.343	0.422	4.1	8.4	65	633	1.3	0.6
86	Russian Federation	..	..	..	..	..	0.8	0	658	..	0.5
87	Venezuela	166	*82*	0.652	0.555	2.6	0.9	1,825	70	0.0	0.1
88	Botswana	97	*152*	..	..	20.3	–0.5	114	–50	11.8	2.2
89	Estonia	..	..	..	..	..	5.5	0	211	..	0.9
90	*Iran, Islamic Rep.*	176	*90*	0.965	0.880	–0.3	–2.1	–178	–1,579	0.0	0.2
91	*Turkmenistan*	..	..	..	..	..	1.0	0	13	..	0.1
Upper-middle-income		**93 m**	..							**0.1 w**	**0.2 w**
92	Brazil	101	*101*	0.126	0.089	2.8	1.8	5,655	11,871	0.0	0.1
93	South Africa	101	102	0.457	0.378	..	..	..	..	..	..
94	Mauritius	77	*121*	0.656	0.332	8.3	3.5	49	124	2.9	0.4
95	Czech Republic	..	..	..	..	0.0	7.8	0	2,642	0.0	0.4
96	Malaysia	114	*92*	0.276	0.156	8.7	10.2	1,913	6,661	0.6	0.1
97	Chile	91	*94*	0.324	0.308	8.7	8.2	2,447	4,300	0.0	0.3
98	Trinidad and Tobago	138	*86*	0.546	0.422	6.3	8.9	258	343	0.1	0.5
99	Hungary	103	99	..	..	3.3	7.3	596	2,717	0.0	0.5
100	Gabon	154	*90*	0.790	0.743	–1.9	2.5	–93	–128	1.4	5.6
101	Mexico	145	*92*	0.534	0.153	4.8	4.6	8,182	17,394	0.0	0.1
102	Uruguay	91	112	0.239	0.176	5.3	3.3	479	378	0.1	0.6
103	Oman	182	*77*	0.435	0.824	3.3	4.5	34	395	3.1	0.9
104	Slovenia	..	..	..	0.083	..	2.4	0	368	..	..
105	Saudi Arabia	175	*92*	0.887	0.776	..	..	..	..	0.0	0.0
106	Greece	96	*99*	0.127	0.118	..	..	..	..	0.1	0.1
107	Argentina	123	*120*	0.194	0.153	4.6	3.2	3,476	8,214	0.0	0.1
108	Korea, Rep.	94	*102*	0.193	0.109	4.0	2.1	1,782	8,132	0.2	0.0
Low- and middle-income		**90 m**	..							**1.1 w**	**1.1 w**
Sub-Saharan Africa		**92 m**	..							**3.4 w**	**12.4 w**
East Asia and Pacific		**87 m**	..							**0.7 w**	**0.8 w**
South Asia		**91 m**	..							**2.4 w**	**1.4 w**
Europe and Central Asia		**97 m**	..							**1.0 w**	**0.3 w**
Middle East and N. Africa		**83 m**	..							**1.1 w**	**1.6 w**
Latin America and Caribbean		**84 m**	..							**0.3 w**	**0.3 w**
High-income economies		**100 m**	..							..	..
109	Portugal	87	*104*	0.144	0.106					..	..
110	New Zealand	90	108	0.212	0.174					..	..
111	Spain	82	112	0.120	0.142					..	..
112	Ireland	96	92	0.161	0.125					..	..
113	† Israel	99	113	0.208	0.256					4.1	1.9
114	Australia	110	98	0.180	0.196					..	..
115	United Kingdom	104	105	0.152	0.063					..	..
116	Finland	88	94	0.210	0.230					..	..
117	Italy	84	*104*	0.100	0.056					..	..
118	† Kuwait	165	88	0.570	0.742					0.0	0.0
119	Canada	99	97	0.225	0.125					..	..
120	† Hong Kong	118	87	0.310	0.152					0.0	0.0
121	Netherlands	101	101	0.137	0.061					..	..
122	† Singapore	108	91	0.238	0.183					0.1	0.0
123	Belgium[b]	93	*101*	0.115	0.106					..	..
124	France	89	106	0.085	0.064					..	..
125	Sweden	92	105	0.151	0.110					..	..
126	Austria	92	93	0.078	0.061					..	..
127	Germany[c]	84	97	0.136	0.084					..	..
128	United States	101	101	0.110	0.080					..	..
129	Norway	141	*97*	0.345	0.366					..	..
130	Denmark	91	102	0.087	0.077					..	..
131	Japan	73	128	0.209	0.140					..	..
132	Switzerland	85	*64*	0.119	0.102					..	..
133	† *United Arab Emirates*	181	*93*	0.801	0.691					0.0	0.0
World		**93 m**	..							..	..

a. Includes Eritrea. b. Includes Luxembourg. c. Data prior to 1990 refer to the Federal Republic of Germany before unification.

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Table 4. Population and labor force

		Population						Labor force									
		Total (millions)		Avg. annual growth rate (%)		Age 15–64 (millions)		Total[a] (millions)		Avg. annual growth rate (%)		Female (%)		Agriculture (%)		Industry (%)	
		1980	1994	1980–90	1990–94	1980	1994	1980	1994	1980–90	1990–94	1980	1994	1980	1990	1980	1990
Low-income economies		**2,412 t**	**3,182 t**	**2.1 w**	**1.8 w**	**1,357 t**	**1,925 t**	**1,165 t**	**1,575 t**	**2.3 w**	**1.9 w**	**41 w**	**42 w**	**73 w**	**69 w**	**13 w**	**15 w**
Excluding China and India		**743 t**	**1,078 t**	**2.7 w**	**2.5 w**	**374 t**	**575 t**	**327 t**	**474 t**	**2.7 w**	**2.6 w**	**42 w**	**43 w**	**72 w**	**66 w**	**10 w**	**12 w**
1	Rwanda	5	8	3.0	2.6	3	4	3	4	3.2	2.9	49	49	93	92	3	3
2	Mozambique	12	15	1.6	2.2	6	9	7	8	1.2	2.7	49	50	84	83	7	8
3	Ethiopia	38	55	3.1	1.7	19	27	16	23	2.5	2.8	41	40	89	86	2	2
4	Tanzania	19	29	3.2	3.0	9	15	10	15	3.3	2.8	50	49	86	84	4	5
5	Burundi	4	6	2.9	3.0	2	3	2	3	2.7	2.9	50	49	93	92	2	3
6	Sierra Leone	3	4	2.1	2.4	2	2	1	2	1.8	2.3	36	36	70	68	14	15
7	Malawi	6	10	3.3	2.8	3	5	3	5	3.9	2.4	51	54	87	87	5	5
8	Chad	4	6	2.4	2.5	2	3	2	3	1.9	2.7	43	44	88	83	3	4
9	Uganda	13	19	2.4	3.2	7	9	7	10	2.9	2.9	49	52	87	85	4	5
10	Madagascar	9	13	2.9	2.9	5	7	4	7	2.9	3.2	47	49	82	78	6	7
11	Nepal	15	21	2.6	2.5	8	11	7	10	2.4	2.5	39	40	94	94	1	0
12	Vietnam	54	72	2.1	2.1	28	41	26	37	2.8	2.1	48	50	73	71	13	14
13	Bangladesh	87	118	2.4	1.7	44	62	42	59	2.4	2.7	43	42	73	65	9	16
14	Haiti	5	7	1.9	1.9	3	4	3	3	1.3	1.9	45	43	71	68	8	9
15	Niger	6	9	3.3	3.2	3	4	3	4	3.0	3.0	45	45	91	90	3	4
16	Guinea-Bissau	1	1	1.8	2.0	0	1	0	1	1.5	1.9	39	41	87	85	2	2
17	Kenya	17	26	3.4	2.7	8	13	8	13	3.7	3.4	46	48	82	80	6	7
18	Mali	7	10	2.5	3.0	3	5	4	5	2.7	2.8	49	51	89	86	2	2
19	Nigeria	71	108	3.0	2.9	36	56	30	43	2.5	2.8	37	36	54	43	8	7
20	Yemen, Rep.	9	15	3.3	5.5	. .	7	2	4	3.6	4.8	31	26	73	61	13	17
21	Burkina Faso	7	10	2.6	2.9	4	5	4	5	2.0	2.0	48	46	92	92	3	2
22	Mongolia	2	2	2.8	1.9	1	1	1	1	2.9	2.8	46	46	40	32	21	22
23	India	687	914	2.1	1.8	396	550	300	394	1.9	2.1	34	32	70	64	13	16
24	Lao PDR	3	5	2.7	3.1	2	2	2	2	2.3	2.6	45	47	80	78	6	6
25	Togo	3	4	3.0	3.2	1	2	1	2	2.6	3.0	39	40	69	66	10	10
26	Gambia, The	1	1	3.6	3.9	0	1	0	1	3.4	3.4	45	44	84	82	7	8
27	Nicaragua	3	4	2.7	3.1	1	2	1	2	2.7	4.5	28	36	39	28	24	26
28	Zambia	6	9	3.5	3.0	3	5	2	4	3.5	3.0	45	44	76	75	8	8
29	Tajikistan	4	6	2.9	2.0	. .	3	2	2	2.0	3.3	47	44	45	41	23	23
30	Benin	3	5	3.1	2.9	2	3	2	2	2.5	2.7	47	47	67	63	7	8
31	Central African Republic	2	3	2.4	2.5	1	2	1	2	1.7	2.1	48	47	85	80	3	3
32	Albania	3	3	2.1	–0.6	2	2	1	2	2.6	1.4	39	43	57	55	23	23
33	Ghana	11	17	3.3	2.8	6	9	5	8	3.2	3.0	51	51	62	59	13	13
34	Pakistan	83	126	3.1	2.9	45	67	30	49	3.4	3.3	23	28	60	52	15	19
35	Mauritania	2	2	2.6	2.5	1	1	1	1	2.0	2.7	45	44	72	55	7	10
36	Azerbaijan	6	7	1.5	1.0	. .	5	3	3	1.0	1.8	47	44	35	31	28	29
37	Zimbabwe	7	11	3.3	2.5	4	6	3	5	3.6	2.4	45	45	72	68	12	8
38	Guinea	4	6	2.5	2.8	2	3	2	3	2.1	2.7	47	48	91	87	1	2
39	China	981	1,191	1.5	1.2	587	800	548	715	2.2	1.1	44	46	74	72	14	15
40	Honduras	4	6	3.3	3.0	2	3	1	2	3.4	3.7	25	28	57	41	15	20
41	Senegal	6	8	2.9	2.7	3	4	3	4	2.5	2.6	42	42	81	77	6	8
42	Côte d'Ivoire	8	14	3.8	3.6	4	7	3	5	3.1	2.9	32	33	65	60	8	10
43	Congo	2	3	3.1	3.1	1	1	1	1	2.9	2.7	43	42	58	49	13	15
44	Kyrgyz Republic	4	4	1.9	0.4	. .	3	2	2	1.5	2.0	47	48	34	32	29	27
45	Sri Lanka	15	18	1.4	1.3	9	11	5	7	2.4	2.0	27	35	52	48	18	21
46	Armenia	3	4	1.4	1.4	. .	2	1	2	1.1	1.4	48	45	21	18	45	45
47	Cameroon	9	13	2.8	3.0	5	7	4	5	2.5	2.9	37	37	73	70	8	9
48	Egypt, Arab Rep.	41	57	2.5	2.0	23	33	15	22	2.5	2.9	28	30	57	40	16	22
49	Lesotho	1	2	2.8	2.3	1	1	1	1	2.5	2.9	38	38	41	40	34	28
50	*Georgia*	5	5	0.7	–0.2	. .	4	3	3	0.4	0.2	49	47	32	26	27	31
51	*Myanmar*	34	46	2.1	2.2	19	27	17	23	2.2	2.1	44	43	76	73	8	10
Middle-income economies		**1,240 t**	**1,570 t**	**1.8 w**	**1.5 w**	**545 t**	**966 t**	**517 t**	**685 t**	**2.1 w**	**1.9 w**	**39 w**	**41 w**	**38 w**	**31 w**	**27 w**	**27 w**
Lower-middle-income		**874 t**	**1,097 t**	**1.7 w**	**1.4 w**	**340 t**	**674 t**	**377 t**	**486 t**	**1.8 w**	**1.8 w**	**42 w**	**43 w**	**41 w**	**36 w**	**26 w**	**27 w**
52	Bolivia	5	7	2.0	2.4	3	4	2	3	2.6	2.6	33	37	54	47	18	18
53	Macedonia, FYR	2	2	0.7	0.9	. .	1	1	1	1.8	1.4	34	41	36	21	33	40
54	Moldova	4	4	0.9	–0.1	. .	3	2	2	0.1	0.5	50	49	43	33	26	30
55	Indonesia	148	190	1.8	1.6	84	117	60	89	3.0	2.5	36	40	58	55	12	14
56	Philippines	48	67	2.4	2.2	26	38	19	27	2.6	2.6	35	36	52	46	15	15
57	Uzbekistan	16	22	2.5	2.2	. .	12	6	9	2.2	2.9	48	46	38	34	25	25
58	Morocco	19	26	2.3	2.0	10	16	7	10	2.7	2.6	34	35	56	45	20	25
59	Kazakstan	15	17	1.2	0.1	. .	10	7	8	1.1	0.9	48	47	24	22	32	32
60	Guatemala	7	10	2.8	2.9	4	5	2	4	2.9	3.5	22	25	54	52	19	17
61	Papua New Guinea	3	4	2.2	2.2	2	2	2	2	2.1	2.3	42	42	82	79	6	7
62	Bulgaria	9	8	–0.2	–0.8	6	6	5	4	0.0	–0.5	45	50	20	13	45	48
63	Romania	22	23	0.4	–0.5	14	15	11	11	–0.2	0.1	46	45	35	24	41	47
64	Ecuador	8	11	2.5	2.2	4	7	3	4	3.5	3.1	20	26	40	33	20	19
65	Dominican Republic	6	8	2.2	1.7	3	5	2	3	3.1	2.7	25	29	32	25	24	29
66	Lithuania	3	4	0.9	0.0	. .	2	2	2	0.6	–0.1	50	48	28	18	38	41
67	El Salvador	5	6	1.3	2.1	2	3	2	2	2.1	3.3	27	33	43	36	19	21
68	Jordan	2	4	3.7	6.0	1	2	1	1	4.9	5.2	20	25	18	15	24	23
69	Jamaica	2	2	1.2	0.9	1	2	1	1	1.9	1.6	46	45	31	25	16	23
70	Paraguay	3	5	3.1	2.8	2	3	1	2	3.1	3.0	26	28	45	39	20	22
71	Algeria	19	27	2.9	2.3	9	16	5	8	3.7	4.2	22	23	36	26	27	31
72	Colombia	28	36	1.9	1.9	15	23	9	15	4.0	2.6	25	35	40	27	21	23

Note: For data comparability and coverage, see the key and technical notes.

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		Population						Labor force									
		Total (millions)		Avg. annual growth rate (%)		Age 15–64 (millions)		Total[a] (millions)		Avg. annual growth rate (%)		Female (%)		Agriculture (%)		Industry (%)	
		1980	1994	1980–90	1990–94	1980	1994	1980	1994	1980–90	1990–94	1980	1994	1980	1990	1980	1990
73	Tunisia	6	9	2.5	1.9	3	5	2	3	2.6	3.0	29	30	39	28	30	33
74	Ukraine	50	52	0.4	0.0	..	34	26	26	-0.2	-0.1	50	48	25	20	39	40
75	Namibia	1	2	2.7	2.8	1	1	0	1	2.3	2.6	40	40	56	49	15	15
76	Peru	17	23	2.2	1.9	9	14	5	8	3.2	3.0	24	28	40	36	18	18
77	Belarus	10	10	0.6	0.2	..	7	5	5	0.4	-0.1	50	48	26	20	38	40
78	Slovak Republic	5	5	0.6	0.3	..	4	2	3	0.9	0.9	45	48	14	12	36	32
79	Latvia	3	3	0.5	-1.2	..	2	1	1	0.2	-0.8	51	51	16	16	42	40
80	Costa Rica	2	3	2.8	2.1	1	2	1	1	3.8	2.8	21	29	35	26	25	27
81	Poland	36	39	0.7	0.3	23	25	19	19	0.1	0.5	45	46	30	27	38	36
82	Thailand	47	58	1.8	1.0	26	39	24	34	2.6	1.5	47	47	71	64	10	14
83	Turkey	44	61	2.3	2.0	25	37	19	28	2.9	2.3	35	35	60	53	16	18
84	Croatia	5	5	0.4	0.0	..	3	2	2	0.2	-0.1	38	41	25	16	33	34
85	Panama	2	3	2.1	1.9	1	2	1	1	3.1	2.6	30	33	29	26	19	16
86	Russian Federation	139	148	0.6	0.0	..	99	76	77	0.2	0.0	49	48	16	14	44	42
87	Venezuela	15	21	2.6	2.3	8	13	5	8	3.4	3.1	27	33	15	12	28	27
88	Botswana	1	1	3.5	3.1	0	1	0	1	3.4	3.2	50	46	65	46	10	20
89	Estonia	1	1	0.6	-1.2	..	1	1	1	0.4	-0.4	51	51	15	14	43	41
90	*Iran, Islamic Rep.*	39	63	3.5	2.9	20	32	12	20	3.8	3.2	20	24	46	39	24	23
91	*Turkmenistan*	3	4	2.5	4.6	..	2	1	2	2.3	2.8	47	41	39	37	24	23
Upper-middle-income		**366 t**	**473 t**	**1.9 w**	**1.7 w**	**206 t**	**293 t**	**140 t**	**199 t**	**2.7 w**	**2.2 w**	**32 w**	**36**	**31 w**	**21 w**	**28 w**	**27 w**
92	Brazil	121	159	2.0	1.7	71	99	48	71	3.2	1.9	28	34	37	23	24	23
93	South Africa	29	41	2.4	2.2	17	24	11	16	2.7	2.5	35	37	17	14	35	32
94	Mauritius	1	1	0.9	1.3	1	1	0	0	2.3	1.6	26	31	27	17	28	43
95	Czech Republic	10	10	0.1	-0.1	..	7	5	6	0.1	0.3	47	47	13	11	56	45
96	Malaysia	14	20	2.6	2.4	8	11	5	8	2.8	2.7	34	36	41	27	19	23
97	Chile	11	14	1.7	1.5	7	9	4	5	2.7	2.2	26	31	21	19	25	25
98	Trinidad and Tobago	1	1	1.3	1.2	1	1	0	1	1.2	2.1	32	36	11	11	39	31
99	Hungary	11	10	-0.3	-0.3	7	7	5	5	-0.8	-0.1	43	44	18	15	43	38
100	Gabon	1	1	3.5	3.2	0	1	0	1	2.6	1.9	45	44	65	51	12	16
101	Mexico	67	89	2.0	2.0	35	53	22	35	3.5	2.9	27	32	36	28	29	24
102	Uruguay	3	3	0.6	0.6	2	2	1	1	1.6	1.0	31	40	17	14	28	27
103	Oman	1	2	4.6	4.5	1	1	0	1	4.1	4.0	7	13	50	44	22	24
104	Slovenia	2	2	0.5	-0.1	..	1	1	1	0.3	0.3	44	45	15	6	43	46
105	Saudi Arabia	9	18	5.2	3.2	5	10	3	6	6.5	2.5	8	12	43	19	16	20
106	Greece	10	10	0.5	0.6	6	7	4	4	1.2	0.7	28	36	31	23	29	27
107	Argentina	28	34	1.5	1.2	17	21	11	13	1.3	2.0	28	30	13	12	34	32
108	Korea, Rep.	38	44	1.2	0.9	24	31	16	21	2.3	1.9	39	40	37	18	27	35
Low- and middle-income		**3,652 t**	**4,752 t**	**2.0 w**	**1.7 w**	**1,902 t**	**2,892 t**	**1,682 t**	**2,259 t**	**2.2 w**	**1.9 w**	**41 w**	**42 w**	**62 w**	**58 w**	**17 w**	**18 w**
Sub-Saharan Africa		**380 t**	**572 t**	**3.0 w**	**2.7 w**	**197 t**	**296 t**	**171 t**	**251 t**	**2.8 w**	**2.7 w**	**43 w**	**44 w**	**72 w**	**68 w**	**9 w**	**9 w**
East Asia and Pacific		**1,398 t**	**1,735 t**	**1.6 w**	**1.4 w**	**822 t**	**1,134 t**	**719 t**	**967 t**	**2.3 w**	**1.5 w**	**43 w**	**45 w**	**72 w**	**69 w**	**14 w**	**16 w**
South Asia		**903 t**	**1,220 t**	**2.2 w**	**1.9 w**	**511 t**	**715 t**	**389 t**	**525 t**	**2.1 w**	**2.3 w**	**35 w**	**33 w**	**70 w**	**64 w**	**13 w**	**16 w**
Europe and Central Asia		**437 t**	**487 t**	**0.9 w**	**0.4 w**	**83 t**	**315 t**	**219 t**	**238 t**	**0.6 w**	**0.6 w**	**47 w**	**46 w**	**27 w**	**23 w**	**37 w**	**37 w**
Middle East and N. Africa		**175 t**	**267 t**	**3.1 w**	**2.8 w**	**87 t**	**146 t**	**53 t**	**85 t**	**3.2 w**	**3.6 w**	**26 w**	**28 w**	**49 w**	**37 w**	**21 w**	**24 w**
Latin America and Caribbean		**359 t**	**471 t**	**2.0 w**	**1.8 w**	**202 t**	**286 t**	**130 t**	**194 t**	**3.0 w**	**2.5 w**	**28 w**	**33 w**	**34 w**	**26 w**	**25 w**	**24 w**
High-income economies		**776 t**	**850 t**	**0.6 w**	**0.7 w**	**497 t**	**569 t**	**352 t**	**408 t**	**1.1 w**	**0.9 w**	**39 w**	**43 w**	**7 w**	**5 w**	**35 w**	**31 w**
109	Portugal	10	10	0.1	0.0	6	7	5	5	0.4	0.4	39	43	26	18	36	34
110	New Zealand	3	3	0.8	0.9	2	2	1	2	2.0	1.5	34	44	11	10	33	25
111	Spain	37	39	0.4	0.2	24	27	14	17	1.3	1.0	28	36	18	12	37	33
112	Ireland	3	4	0.3	0.5	2	2	1	1	0.4	1.5	28	33	19	14	34	29
113	† Israel	4	5	1.8	3.7	2	3	1	2	2.3	3.6	34	38	6	4	32	29
114	Australia	15	18	1.5	1.1	9	12	7	9	2.3	1.6	36	42	6	6	32	26
115	United Kingdom	56	58	0.2	0.4	36	38	27	29	0.6	0.5	39	43	3	2	38	29
116	Finland	5	5	0.4	0.5	3	3	2	3	0.6	0.2	46	47	12	8	35	31
117	Italy	56	57	0.1	0.2	36	39	23	25	0.8	0.4	33	37	13	9	38	31
118	† Kuwait	1	2	4.4	-6.8	1	1	0	1	5.9	-2.3	13	33	2	1	32	25
119	Canada	25	29	1.2	1.3	17	20	12	15	1.9	1.1	40	44	7	3	33	25
120	† Hong Kong	5	6	1.2	1.5	3	4	2	3	1.6	0.8	34	36	1	1	50	37
121	Netherlands	14	15	0.6	0.7	9	11	6	7	2.0	0.7	31	39	6	5	31	26
122	† Singapore	2	3	1.7	2.0	2	2	1	1	1.7	1.0	37	37	2	0	42	36
123	Belgium	10	10	0.1	0.4	6	7	4	4	0.2	0.5	34	40	3	3	35	28
124	France	54	58	0.5	0.5	34	38	24	26	0.3	0.8	40	44	8	5	35	29
125	Sweden	8	9	0.3	0.6	5	6	4	5	1.0	0.5	44	47	..	..	..	..
126	Austria	8	8	0.2	1.0	5	5	3	4	0.5	0.5	40	40	10	8	41	38
127	Germany	78	82	0.1	0.6	52	56	37	40	0.6	0.2	40	41	7	4	45	38
128	United States	228	261	0.9	1.0	151	171	110	131	1.3	1.1	42	45	3	3	31	28
129	Norway	4	4	0.4	0.6	3	3	2	2	0.9	0.7	40	45	8	6	29	25
130	Denmark	5	5	0.0	0.3	3	4	3	3	0.7	-0.1	44	46	7	6	31	28
131	Japan	117	125	0.6	0.3	79	87	57	66	1.1	0.6	38	40	11	7	35	34
132	Switzerland	6	7	0.6	1.0	4	5	3	4	1.7	1.0	37	40	6	6	39	35
133	† *United Arab Emirates*	1	2	4.7	2.9	1	1	1	1	4.4	1.8	5	13	5	8	38	27
World		**4,428 t**	**5,601 t**	**1.7 w**	**1.5 w**	**2,400 t**	**3,461 t**	**2,034 t**	**2,667 t**	**2.0 w**	**1.7 w**	**41 w**	**42**	**53 w**	**49 w**	**20 w**	**20 w**

a. Participation rates from ILO are applied to population estimates to derive labor force estimates.

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Table 5. Distribution of income or consumption

		Survey year	Gini index	Percentage share of income or consumption						
				Lowest 10%	Lowest 20%	Second quintile	Third quintile	Fourth quintile	Highest 20%	Highest 10%
Low-income economies										
Excluding China and India										
1	Rwanda	1983/85[a,b]	28.9	4.2	9.7	13.2	16.5	21.6	39.1	24.2
2	Mozambique	..	..	..	..	..	..	..	..	..
3	Ethiopia	..	..	..	..	..	..	..	..	..
4	Tanzania	1993[a,b]	38.1	2.9	6.9	10.9	15.3	21.5	45.4	30.2
5	Burundi	..	..	..	..	..	..	..	..	..
6	Sierra Leone	..	..	..	..	..	..	..	..	..
7	Malawi	..	..	..	..	..	..	..	..	..
8	Chad	..	..	..	..	..	..	..	..	..
9	Uganda	1992[a,b]	40.8	3.0	6.8	10.3	14.4	20.4	48.1	33.4
10	Madagascar	1993[a,b]	43.4	2.3	5.8	9.9	14.0	20.3	50.0	34.9
11	Nepal	1984/85[c,d]	30.1	4.0	9.1	12.9	16.7	21.8	39.5	25.0
12	Vietnam	1993[a,b]	35.7	3.5	7.8	11.4	15.4	21.4	44.0	29.0
13	Bangladesh	1992[a,b]	28.3	4.1	9.4	13.5	17.2	22.0	37.9	23.7
14	Haiti	..	..	..	..	..	..	..	..	..
15	Niger	1992[a,b]	36.1	3.0	7.5	11.8	15.5	21.1	44.1	29.3
16	Guinea-Bissau	1991[a,b]	56.2	0.5	2.1	6.5	12.0	20.6	58.9	42.4
17	Kenya	1992[a,b]	57.5	1.2	3.4	6.7	10.7	17.0	62.1	47.7
18	Mali	..	..	..	..	..	..	..	..	..
19	Nigeria	1992/93[a,b]	37.5	1.3	4.0	8.9	14.4	23.4	49.3	31.3
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..
21	Burkina Faso	..	..	..	..	..	..	..	..	..
22	Mongolia	..	..	..	..	..	..	..	..	..
23	India	1992[a,b]	33.8	3.7	8.5	12.1	15.8	21.1	42.6	28.4
24	Lao PDR	1992[a,b]	30.4	4.2	9.6	12.9	16.3	21.0	40.2	26.4
25	Togo	..	..	..	..	..	..	..	..	..
26	Gambia, The	..	..	..	..	..	..	..	..	..
27	Nicaragua	1993[a,b]	50.3	1.6	4.2	8.0	12.6	20.0	55.2	39.8
28	Zambia	1993[a,b]	46.2	1.5	3.9	8.0	13.8	23.8	50.4	31.3
29	Tajikistan	..	..	..	..	..	..	..	..	..
30	Benin	..	..	..	..	..	..	..	..	..
31	Central African Republic	..	..	..	..	..	..	..	..	..
32	Albania	..	..	..	..	..	..	..	..	..
33	Ghana	1992[a,b]	33.9	3.4	7.9	12.0	16.1	21.8	42.2	27.3
34	Pakistan	1991[a,b]	31.2	3.4	8.4	12.9	16.9	22.2	39.7	25.2
35	Mauritania	1988[a,b]	42.4	0.7	3.6	10.6	16.2	23.0	46.5	30.4
36	Azerbaijan	..	..	..	..	..	..	..	..	..
37	Zimbabwe	1990[a,b]	56.8	1.8	4.0	6.3	10.0	17.4	62.3	46.9
38	Guinea	1991[a,b]	46.8	0.9	3.0	8.3	14.6	23.9	50.2	31.7
39	China	1992[c,d]	37.6	2.6	6.2	10.5	15.8	23.6	43.9	26.8
40	Honduras	1992[c,d]	52.7	1.5	3.8	7.4	12.0	19.4	57.4	41.9
41	Senegal	1991[a,b]	54.1	1.4	3.5	7.0	11.6	19.3	58.6	42.8
42	Côte d'Ivoire	1988[a,b]	36.9	2.8	6.8	11.2	15.8	22.2	44.1	28.5
43	Congo	..	..	..	..	..	..	..	..	..
44	Kyrgyz Republic	..	..	..	..	..	..	..	..	..
45	Sri Lanka	1990[a,b]	30.1	3.8	8.9	13.1	16.9	21.7	39.5	25.2
46	Armenia	..	..	..	..	..	..	..	..	..
47	Cameroon	..	..	..	..	..	..	..	..	..
48	Egypt, Arab Rep.	1991[a,b]	32.0	3.9	8.7	12.5	16.3	21.4	41.1	26.7
49	Lesotho	1986/87[a,b]	56.0	0.9	2.8	6.5	11.2	19.4	60.1	43.4
50	*Georgia*	..	..	..	..	..	..	..	..	..
51	*Myanmar*	..	..	..	..	..	..	..	..	..
Middle-income economies										
Lower-middle-income										
52	Bolivia	1990[c,d]	42.0	2.3	5.6	9.7	14.5	22.0	48.2	31.7
53	Macedonia, FYR	..	..	..	..	..	..	..	..	..
54	Moldova	1992[c,d]	34.4	2.7	6.9	11.9	16.7	23.1	41.5	25.8
55	Indonesia	1993[a,b]	31.7	3.9	8.7	12.3	16.3	22.1	40.7	25.6
56	Philippines	1988[a,b]	40.7	2.8	6.5	10.1	14.4	21.2	47.8	32.1
57	Uzbekistan	..	..	..	..	..	..	..	..	..
58	Morocco	1990/91[a,b]	39.2	2.8	6.6	10.5	15.0	21.7	46.3	30.5
59	Kazakstan	1993[c,d]	32.7	3.1	7.5	12.3	16.9	22.9	40.4	24.9
60	Guatemala	1989[c,d]	59.6	0.6	2.1	5.8	10.5	18.6	63.0	46.6
61	Papua New Guinea	..	..	..	..	..	..	..	..	..
62	Bulgaria	1992[c,d]	30.8	3.3	8.3	13.0	17.0	22.3	39.3	24.7
63	Romania	1992[c,d]	25.5	3.8	9.2	14.4	18.4	23.2	34.8	20.2
64	Ecuador	1994[a,b]	46.6	2.3	5.4	8.9	13.2	19.9	52.6	37.6
65	Dominican Republic	1989[c,d]	50.5	1.6	4.2	7.9	12.5	19.7	55.7	39.6
66	Lithuania	1993[c,d]	33.6	3.4	8.1	12.3	16.2	21.3	42.1	28.0
67	El Salvador	..	..	..	..	..	..	..	..	..
68	Jordan	1991[a,b]	43.4	2.4	5.9	9.8	13.9	20.3	50.1	34.7
69	Jamaica	1991[a,b]	41.1	2.4	5.8	10.2	14.9	21.6	47.5	31.9
70	Paraguay	..	..	..	..	..	..	..	..	..
71	Algeria	1988[a,b]	38.7	2.8	6.9	11.0	15.1	20.9	46.1	31.5
72	Colombia	1991[c,d]	51.3	1.3	3.6	7.6	12.6	20.4	55.8	39.5

Note: For data comparability and coverage, see the technical notes.

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				Percentage share of income or consumption						
		Survey year	Gini index	Lowest 10%	Lowest 20%	Second quintile	Third quintile	Fourth quintile	Highest 20%	Highest 10%
73	Tunisia	1990a,b	40.2	2.3	5.9	10.4	15.3	22.1	46.3	30.7
74	Ukraine	1992c,d	25.7	4.1	9.5	14.1	18.1	22.9	35.4	20.8
75	Namibia	..	..	..	..	..	..	..	..	..
76	Peru	1994a,b	44.9	1.9	4.9	9.2	14.1	21.4	50.4	34.3
77	Belarus	1993c,d	21.6	4.9	11.1	15.3	18.5	22.2	32.9	19.4
78	Slovak Republic	1992c,d	19.5	5.1	11.9	15.8	18.8	22.2	31.4	18.2
79	Latvia	1993c,d	27.0	4.3	9.6	13.6	17.5	22.6	36.7	22.1
80	Costa Rica	1989c,d	46.1	1.2	4.0	9.1	14.3	21.9	50.7	34.1
81	Poland	1992a,b	27.2	4.0	9.3	13.8	17.7	22.6	36.6	22.1
82	Thailand	1992a,b	46.2	2.5	5.6	8.7	13.0	20.0	52.7	37.1
83	Turkey	..	..	..	..	..	..	..	..	..
84	Croatia	..	..	..	..	..	..	..	..	..
85	Panama	1989c,d	56.6	0.5	2.0	6.3	11.6	20.3	59.8	42.2
86	Russian Federation	1993a,b	49.6	1.2	3.7	8.5	13.5	20.4	53.8	38.7
87	Venezuela	1990c,d	53.8	1.4	3.6	7.1	11.7	19.3	58.4	42.7
88	Botswana	..	..	..	..	..	..	..	..	..
89	Estonia	1993c,d	39.5	2.4	6.6	10.7	15.1	21.4	46.3	31.3
90	*Iran, Islamic Rep.*	..	..	..	..	..	..	..	..	..
91	*Turkmenistan*	1993c,d	35.8	2.7	6.7	11.4	16.3	22.8	42.8	26.9
Upper-middle-income										
92	Brazil	1989c,d	63.4	0.7	2.1	4.9	8.9	16.8	67.5	51.3
93	South Africa	1993a,b	58.4	1.4	3.3	5.8	9.8	17.7	63.3	47.3
94	Mauritius	..	..	..	..	..	..	..	..	..
95	Czech Republic	1993c,d	26.6	4.6	10.5	13.9	16.9	21.3	37.4	23.5
96	Malaysia	1989c,d	48.4	1.9	4.6	8.3	13.0	20.4	53.7	37.9
97	Chile	1994c,d	56.5	1.4	3.5	6.6	10.9	18.1	61.0	46.1
98	Trinidad and Tobago	..	..	..	..	..	..	..	..	..
99	Hungary	1993a,b	27.0	4.0	9.5	14.0	17.6	22.3	36.6	22.6
100	Gabon	..	..	..	..	..	..	..	..	..
101	Mexico	1992a,b	50.3	1.6	4.1	7.8	12.5	20.2	55.3	39.2
102	Uruguay	..	..	..	..	..	..	..	..	..
103	Oman	..	..	..	..	..	..	..	..	..
104	Slovenia	1993c,d	28.2	4.1	9.5	13.5	17.1	21.9	37.9	23.8
105	Saudi Arabia	..	..	..	..	..	..	..	..	..
106	Greece	..	..	..	..	..	..	..	..	..
107	Argentina	..	..	..	..	..	..	..	..	..
108	Korea, Rep.	..	..	..	..	..	..	..	..	..
Low- and middle-income										
Sub-Saharan Africa										
East Asia and Pacific										
South Asia										
Europe and Central Asia										
Middle East and N. Africa										
Latin America and Caribbean										
High-income economies										
109	Portugal	..	..	..	..	..	..	..	..	..
110	New Zealand	1981/82e,f	..	..	5.1	10.8	16.2	23.2	44.7	28.7
111	Spain	1988e,f	..	..	8.3	13.7	18.1	23.4	36.6	21.8
112	Ireland	..	..	..	..	..	..	..	..	..
113	† Israel	1979e,f	..	..	6.0	12.1	17.8	24.5	39.6	23.5
114	Australia	1985e,f	..	..	4.4	11.1	17.5	24.8	42.2	25.8
115	United Kingdom	1988e,f	..	..	4.6	10.0	16.8	24.3	44.3	27.8
116	Finland	1981e,f	..	..	6.3	12.1	18.4	25.5	37.6	21.7
117	Italy	1986e,f	..	..	6.8	12.0	16.7	23.5	41.0	25.3
118	† Kuwait	..	..	..	..	..	..	..	..	..
119	Canada	1987e,f	..	..	5.7	11.8	17.7	24.6	40.2	24.1
120	† Hong Kong	1980e,f	..	..	5.4	10.8	15.2	21.6	47.0	31.3
121	Netherlands	1988e,f	..	..	8.2	13.1	18.1	23.7	36.9	21.9
122	† Singapore	1982/83e,f	..	..	5.1	9.9	14.6	21.4	48.9	33.5
123	Belgium	1978/79e,f	..	..	7.9	13.7	18.6	23.8	36.0	21.5
124	France	1989e,f	..	..	5.6	11.8	17.2	23.5	41.9	26.1
125	Sweden	1981e,f	..	..	8.0	13.2	17.4	24.5	36.9	20.8
126	Austria	..	..	..	..	..	..	..	..	..
127	Germany	1988e,f	..	..	7.0	11.8	17.1	23.9	40.3	24.4
128	United States	1985e,f	..	..	4.7	11.0	17.4	25.0	41.9	25.0
129	Norway	1979e,f	..	..	6.2	12.8	18.9	25.3	36.7	21.2
130	Denmark	1981e,f	..	..	5.4	12.0	18.4	25.6	38.6	22.3
131	Japan	1979e,f	..	..	8.7	13.2	17.5	23.1	37.5	22.4
132	Switzerland	1982e,f	..	..	5.2	11.7	16.4	22.1	44.6	29.8
133	† *United Arab Emirates*	..	..	..	..	..	..	..	..	..
World										

a. Refers to expenditure shares by fractiles of persons. b. Ranked by expenditure per capita. c. Refers to income shares by fractiles of persons. d. Ranked by income per capita. e. Refers to income shares by fractiles of households. f. Ranked by household income.

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Table 6. Health

		Percentage of total population with access to						Infant mortality rate (per 1,000 live births)		Prevalence of malnutrition (% under 5)	Contraceptive prevalence rate (%)	Total fertility rate		Maternal mortality ratio (per 100,000 live births)
		Health care		Safe water		Sanitation								
		1980	1993	1980	1993	1980	1993	1980	1994	1989–95	1989–95	1980	1994	1989–95
Low-income economies								**87 w**	**58 w**			**4.4 w**	**3.3 w**	
Excluding China and India								**118 w**	**86 w**			**6.2 w**	**5.1 w**	
1	Rwanda	..	..	60	64	51	..	128	..	28	21	8.3	..	..
2	Mozambique	..	..	..	*22*	*10*	21	157	146	..	..	6.5	6.6	1,512[a]
3	Ethiopia	..	55	..	*18*	..	10	155	120	47	4	6.6	7.5	1,528[a]
4	Tanzania	*72*	*93*	*49*	52	66	86	104	84	28	20	6.7	5.8	748[a]
5	Burundi	..	*80*	*25*	37	58	48	121	99	..	..	6.8	6.7	1,327[a]
6	Sierra Leone	*26*	..	*20*	*43*	*12*	..	190	163	23	..	6.5	6.5	800
7	Malawi	*40*	..	*50*	..	..	70	169	134	27	13	7.6	6.7	620[b]
8	Chad	..	*26*	*29*	..	..	*27*	147	119	..	..	5.9	5.9	1,594[a]
9	Uganda	..	..	..	..	..	67	116	122	23	..	7.2	7.1	550
10	Madagascar	..	..	*21*	..	..	3	138	90	32	17	6.5	6.0	660
11	Nepal	*10*	..	*15*	*45*	..	6	142	95	70	23	6.4	5.3	..
12	Vietnam	*75*	..	..	..	..	65	57	42	45	49	5.0	3.1	105
13	Bangladesh	*80*	*74*	*41*	*78*	3	35	132	81	84	40	6.1	3.6	887[a]
14	Haiti	..	..	*33*	*42*	19	24	113	*86*	27	18	5.2	*4.8*	600[b]
15	Niger	..	*30*	*40*	*59*	7	37	150	120	..	4	7.4	7.4	593[b]
16	Guinea-Bissau	*30*	..	..	*25*	15	29	168	138	..	..	6.0	6.0	..
17	Kenya	..	..	*28*	..	30	49	72	59	22	33	7.8	4.9	646[a]
18	Mali	20	..	*15*	*49*	..	..	184	125	..	..	6.6	7.1	1,249[a]
19	Nigeria	*40*	*67*	36	40	..	63	99	81	43	6	6.9	5.6	1,027
20	Yemen, Rep.	*16*	..	..	..	..	51	141	102	30	10	7.9	7.4	1,471[a]
21	Burkina Faso	..	..	..	*67*	5	..	154	128	..	8	6.5	6.9	999[a]
22	Mongolia	*90*	..	..	*66*	..	..	82	53	10	..	5.3	3.4	240
23	India	*50*	..	55	..	7	16	116	70	63	43	5.0	3.3	437
24	Lao PDR	..	..	..	*28*	5	4	127	92	40	..	6.7	6.6	660
25	Togo	..	..	*10*	*71*	13	..	110	81	..	..	6.6	6.5	626[a]
26	Gambia, The	*90*	..	*40*	55	..	73	159	128	..	12	6.5	5.4	1,050
27	Nicaragua	..	..	..	*53*	..	..	90	51	12	44	6.2	4.9	..
28	Zambia	..	..	*46*	*59*	..	55	90	108	27	15	7.0	6.0	229
29	Tajikistan	..	..	..	..	..	62	58	41	..	..	5.6	4.4	39
30	Benin	..	*42*	..	*49*	16	23	122	96	36	..	6.5	6.1	2,500
31	Central African Rep.	..	..	..	*12*	..	..	117	100	..	15	5.8	5.7	649[a]
32	Albania	*100*	..	..	..	..	..	47	31	..	..	3.6	2.7	..
33	Ghana	..	*25*	*49*	*56*	26	27	100	74	27	20	6.5	5.3	742[a]
34	Pakistan	*65*	*85*	*39*	..	*13*	28	124	92	40	12	7.0	5.4	..
35	Mauritania	..	..	..	*66*	..	*64*	120	98	..	4	6.3	5.2	800
36	Azerbaijan	..	..	..	..	..	..	30	25	..	..	3.2	2.5	29
37	Zimbabwe	55	..	..	..	5	58	82	54	16	48	6.8	4.0	80
38	Guinea	..	*45*	..	*60*	*11*	14	161	131	18	..	6.1	6.5	880
39	China	..	..	..	*71*	..	..	42	30	17	83	2.5	1.9	115[c]
40	Honduras	..	..	..	..	35	64	70	47	19	47	6.5	4.7	221
41	Senegal	..	*40*	43	49	36	34	103	64	20	7	6.7	5.8	510
42	Côte d'Ivoire	..	..	*17*	*83*	*17*	..	110	90	..	11	7.4	6.5	822[a]
43	Congo	..	..	*20*	..	..	9	124	112	..	..	6.0	6.7	887[a]
44	Kyrgyz Republic	..	..	..	..	..	53	43	29	..	..	4.1	3.3	43
45	Sri Lanka	*90*	..	*37*	*60*	67	61	34	16	38	..	3.5	2.4	30
46	Armenia	..	..	..	..	..	..	26	15	..	..	2.3	2.0	35
47	Cameroon	*20*	..	26	..	..	..	94	57	14	16	6.5	5.7	511
48	Egypt, Arab Rep.	*100*	*99*	*75*	*86*	*70*	..	120	52	9	47	5.1	3.5	..
49	Lesotho	..	..	*17*	*46*	*12*	..	84	44	21	23	5.6	4.7	598[a]
50	*Georgia*	..	..	..	..	..	..	25	18	..	..	2.2	2.2	55
51	*Myanmar*	30	..	25	*33*	*20*	40	109	80	31[d]	..	5.1	4.0	518[a]
Middle-income economies								**63 w**	**40 w**			**3.8 w**	**2.8 w**	
Lower-middle-income								**66 w**	**36 w**			**3.8 w**	**2.7 w**	..
52	Bolivia	..	..	42	*46*	18	44	118	71	13	45	5.5	4.7	373[b]
53	Macedonia, FYR	..	..	..	..	..	..	54	24	..	..	2.5	2.2	..
54	Moldova	..	..	..	..	..	50	35	23	..	..	2.4	2.1	34
55	Indonesia	..	..	32	*42*	23	55	90	53	39	55	4.3	2.7	..
56	Philippines	..	..	*54*	*81*	75	72	52	40	30	40	4.8	3.8	208[b]
57	Uzbekistan	..	..	..	..	..	18	47	28	..	..	4.8	3.8	43
58	Morocco	..	*62*	..	..	..	63	99	56	9	50	5.4	3.5	..
59	Kazakstan	..	..	..	..	..	..	33	27	..	59	2.9	2.3	53
60	Guatemala	..	..	*50*	*60*	30	71	75	44	..	31	6.5	5.2	464[a]
61	Papua New Guinea	..	..	*16*	*33*	15	25	67	65	..	..	5.7	4.9	700
62	Bulgaria	..	..	..	*100*	..	..	20	15	..	..	2.0	1.5	..
63	Romania	..	..	..	*100*	*50*	49	29	24	..	57	2.4	1.4	..
64	Ecuador	..	..	*58*	*58*	43	54	67	37	45	57	5.0	3.5	..
65	Dominican Rep.	..	..	*60*	*62*	15	60	76	38	10	56	4.2	2.9	..
66	Lithuania	..	..	..	..	..	..	20	14	..	..	2.0	1.5	29
67	El Salvador	..	..	..	*41*	35	72	81	42	22	53	5.3	3.8	..
68	Jordan	..	*90*	*86*	*99*	*70*	70	41	32	17	35	6.8	4.8	132[a]
69	Jamaica	..	..	..	*72*	..	74	21	13	10	67	3.7	2.5	..
70	Paraguay	..	..	*25*	*33*	..	30	50	34	4	48	4.8	4.5	180
71	Algeria	..	..	..	..	..	..	98	35	9	51	6.7	3.7	140
72	Colombia	88	..	..	..	61	56	45	20	10	72	3.8	2.6	107[a]

Note: For data comparability and coverage, see the key and technical notes. Figures in italics are for years other than those specified.

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		Percentage of total population with access to						Infant mortality rate (per 1,000 live births)		Prevalence of malnutrition (% under 5)	Contraceptive prevalence rate (%)	Total fertility rate		Maternal mortality ratio (per 100,000 live births)
		Health care		Safe water		Sanitation								
		1980	1993	1980	1993	1980	1993	1980	1994	1989–95	1989–95	1980	1994	1989–95
73	Tunisia	95	90	64	..	46	72	71	40	..	..	5.2	3.0	139[a]
74	Ukraine	..	..	..	..	50	49	17	14	..	..	2.0	1.5	33
75	Namibia	..	..	..	..	..	36	90	57	..	29	5.9	5.1	..
76	Peru	..	..	54	58	36	45	81	48	16	59	4.5	3.1	..
77	Belarus	..	..	..	..	50	..	16	13	..	..	2.0	1.6	25
78	Slovak Republic	..	..	..	77	..	51	21	11	..	..	2.3	1.7	..
79	Latvia	..	..	..	..	..	..	20	16	..	..	2.0	1.4	..
80	Costa Rica	..	..	90	94	91	..	20	13	2	75	3.7	2.9	..
81	Poland	100	..	..	100	50	..	21	15	..	..	2.2	1.8	..
82	Thailand	30	59	66	..	..	87	49	36	13	..	3.5	2.0	155[a]
83	Turkey	..	..	..	92	10	95	109	62	..	63	4.3	3.2	183[c]
84	Croatia	..	..	..	65	..	68	19	11	..	..	1.9	1.5	..
85	Panama	..	..	..	85	71	..	28	20	7	..	3.7	2.7	..
86	Russian Federation	..	..	..	..	..	..	22	19	..	..	1.9	1.4	52
87	Venezuela	..	..	..	89	52	55	41	32	6	..	4.1	3.2	200
88	Botswana	..	..	56	..	..	..	63	34	..	..	6.7	4.5	220[a]
89	Estonia	..	..	..	..	..	..	17	14	..	..	2.0	1.5	41
90	*Iran, Islamic Rep.*	50	..	52	89	60	..	92	47	16	..	6.1	4.7	..
91	*Turkmenistan*	..	..	..	..	..	60	54	46	..	..	4.9	3.9	55
Upper-middle-income								**54 w**	**36 w**			**3.9 w**	**2.8 w**	
92	Brazil	..	..	75	96	..	73	74	56	18	..	3.9	2.8	200
93	South Africa	..	..	..	..	..	..	67	50	..	..	4.9	3.9	404[a]
94	Mauritius	100	99	99	100	94	100	32	17	..	75	2.7	2.0	112
95	Czech Republic	..	..	..	..	..	..	16	8	..	69	2.0	1.4	..
96	Malaysia	..	88	80	78	70	94	30	12	23	..	4.2	3.4	34[f]
97	Chile	..	..	85	86	83	83	33	12	1	..	2.8	2.5	..
98	Trinidad and Tobago	..	..	98	96	..	56	35	14	..	..	3.3	2.5	..
99	Hungary	..	..	..	100	..	..	23	12	..	..	1.9	1.6	..
100	Gabon	..	..	50	58	..	76	116	89	..	..	4.5	5.5	438[a]
101	Mexico	51	..	74	78	55	66	53	35	..	..	4.5	3.2	..
102	Uruguay	..	..	80	..	51	82	37	19	..	..	2.7	2.2	36
103	Oman	75	89	15	57	..	79	41	18	..	9	9.9	7.1	184
104	Slovenia	..	..	..	..	..	90	15	6	..	..	2.1	1.3	..
105	Saudi Arabia	85	98	84	95	70	78	65	26	..	..	7.3	6.3	108[a]
106	Greece	..	..	..	100	..	..	18	8	..	..	2.2	1.4	..
107	Argentina	..	..	..	64	..	89	35	23	..	..	3.3	2.6	140
108	Korea, Rep.	..	100	..	78	100	100	32	12	..	79	2.6	1.8	30
Low- and middle-income								**87 w**	**58 w**			**4.2 w**	**3.1 w**	
Sub-Saharan Africa								**115 w**	**92 w**			**6.6 w**	**5.9 w**	
East Asia and Pacific								**51 w**	**35 w**			**3.1 w**	**2.2 w**	
South Asia								**119 w**	**73 w**			**5.3 w**	**3.6 w**	
Europe and Central Asia								**34 w**	**23 w**			**2.5 w**	**1.9 w**	
Middle East and N. Africa								**95 w**	**49 w**			**6.1 w**	**4.5 w**	
Latin America and Caribbean								**60 w**	**41 w**			**4.1 w**	**2.9 w**	
High-income economies								**12 w**	**7 w**			**1.9 w**	**1.7 w**	
109	Portugal	..	..	..	100	41	..	24	8	..	..	2.2	1.4	..
110	New Zealand	..	100	..	97	..	..	13	7	..	..	2.1	2.1	..
111	Spain	..	..	..	100	95	97	12	7	..	..	2.2	1.2	..
112	Ireland	..	..	..	100	..	..	11	6	..	60	3.2	1.9	..
113	†Israel	..	..	..	100	..	70	15	8	..	..	3.2	2.4	..
114	Australia	99	..	..	..	99	..	11	6	..	..	1.9	1.9	..
115	United Kingdom	..	..	..	100	..	96	12	6	..	..	1.9	1.8	..
116	Finland	..	..	..	100	..	100	8	5	..	..	1.6	1.9	..
117	Italy	..	..	..	100	99	..	15	7	..	..	1.6	1.3	..
118	†Kuwait	100	..	100	100	100	..	27	11	..	..	5.3	3.0	18
119	Canada	..	..	..	..	60	85	10	6	..	..	1.7	1.9	..
120	†Hong Kong	..	..	..	..	..	..	11	5	..	..	2.0	1.2	..
121	Netherlands	..	..	..	100	100	100	9	6	..	..	1.6	1.6	..
122	†Singapore	..	..	100	100	80	100	12	5	14	..	1.7	1.8	..
123	Belgium	..	..	..	100	99	..	12	8	..	..	1.7	1.6	..
124	France	..	..	..	100	85	..	10	6	..	..	1.9	1.6	..
125	Sweden	..	..	..	100	85	..	7	4	..	..	1.7	1.9	..
126	Austria	..	..	..	100	85	..	14	6	..	..	1.6	1.5	..
127	Germany	..	..	..	..	..	..	12	6	..	..	1.6	1.2	..
128	United States	..	..	..	..	98	85	13	8	..	..	1.8	2.0	..
129	Norway	..	..	..	100	..	..	8	5	..	..	1.7	1.9	..
130	Denmark	..	..	..	100	100	100	8	6	..	..	1.5	1.8	..
131	Japan	..	100	..	..	..	85	8	4	3	..	1.8	1.5	..
132	Switzerland	..	..	..	100	85	100	9	6	..	..	1.5	1.5	..
133	†*United Arab Emirates*	96	90	100	..	75	95	55	16	..	..	5.4	4.1	20[a]
World								**81 w**	**53 w**			**3.8 w**	**2.9 w**	

a. UNICEF/World Health Organization estimate. b. Based on indirect estimation using survey data. c. Based on a study covering thirty provinces. d. Refers to children three years of age and younger. e. Based on sample surveys. f. Based on civil registration.

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Table 7. Education

		Percentage of age group enrolled in education										Percentage of cohort reaching grade 4				Adult illiteracy (%)	
		Primary				Secondary				Tertiary							
		Female		Male		Female		Male				Female		Male		Female	Male
		1980	1993	1980	1993	1980	1993	1980	1993	1980	1993	1980	1988	1980	1988	1995	1995
Low-income economies		**80 w**	**98 w**	**103 w**	**112 w**	**26 w**	**42 w**	**42 w**	**55 w**	**3 w**	**..**					**45 w**	**24 w**
Excluding China and India		**64 w**	**67 w**	**85 w**	**82 w**	**15 w**	**21 w**	**27 w**	**30 w**	**4 w**	**..**					**55 w**	**37 w**
1	Rwanda	60	50	66	50	3	9	4	11	0	..	74	75	73	73	48	30
2	Mozambique	84	51	114	69	3	6	8	9	0	0	..	60	..	67	77	42
3	Ethiopia[a]	23	*19*	44	*27*	6	*11*	11	*12*	0	*1*	48	..	42	..	75	55
4	Tanzania	86	69	99	71	2	5	4	6	..	..	89	87	90	87	43	21
5	Burundi	21	63	32	76	2	5	4	9	1	*1*	83	76	83	78	78	51
6	Sierra Leone	43	..	61	..	8	..	20	..	1	..	..	..	..	..	82	55
7	Malawi	48	77	72	*84*	2	*3*	5	6	1	*1*	55	*68*	62	73	58	28
8	Chad	..	*38*	..	*80*	..	..	..	..	..	*1*	..	66	..	74	65	38
9	Uganda	43	83	56	99	3	10	7	17	1	1	74	..	83	..	50	26
10	Madagascar	133	72	139	75	..	14	..	14	3	*4*	..	64	..	63	..	..
11	Nepal	49	85	117	129	9	*23*	33	*46*	6	3	..	..	..	..	86	59
12	Vietnam	106	..	111	..	40	..	44	..	2	2	67	..	71	..	9	4
13	Bangladesh	46	105	76	128	9	12	26	26	3	..	30	*46*	29	44	74	51
14	Haiti	70	..	82	..	13	..	14	..	1	..	64	*60*	63	60	58	52
15	Niger	18	*21*	33	*35*	3	*4*	7	*9*	0	*1*	79	..	82	..	93	79
16	Guinea-Bissau	43	..	94	..	2	2	10	10	..	..	47	..	65	..	58	32
17	Kenya	110	91	120	92	16	*23*	23	*28*	1	..	85	..	84	..	30	14
18	Mali	19	*24*	34	*38*	5	6	12	12	1	..	77	..	75	..	77	61
19	Nigeria	104	*82*	135	*105*	14	*27*	27	*32*	2	..	..	73	..	88	53	33
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	Burkina Faso	14	*30*	23	*47*	2	6	4	*11*	0	..	79	83	79	83	91	70
22	Mongolia	107	..	107	..	97	..	85	..	..	..	..	..	..	..	..	..
23	India	67	91	98	113	20	38	39	59	5	..	52	..	57	..	62	35
24	Lao PDR	104	92	123	123	16	19	25	31	0	2	31	..	31	..	56	31
25	Togo	91	81	146	122	16	12	51	34	2	3	84	*82*	90	87	65	33
26	Gambia, The	35	61	67	84	7	*13*	16	*25*	..	..	..	..	..	..	75	47
27	Nicaragua	102	105	96	101	45	44	39	39	13	9	55	..	51	..	33	35
28	Zambia	83	99	97	109	11	..	22	..	2	..	..	..	..	..	29	14
29	Tajikistan	..	88	..	91	..	101	..	98	24	*25*	..	..	..	..	..	..
30	Benin	41	*44*	87	*88*	9	*7*	24	*17*	2	..	73	..	77	..	74	51
31	Central African Republic	51	51	92	92	7	..	21	..	1	*2*	..	*81*	..	85	48	32
32	Albania	111	97	116	95	63	..	70	..	8	10	96	..	97	..	..	..
33	Ghana	71	*70*	89	*83*	31	*28*	51	*44*	2	..	82	..	87	..	47	24
34	Pakistan	27	49	51	80	8	..	20	..	..	..	41	*45*	53	55	76	50
35	Mauritania	26	62	47	76	4	11	17	19	..	4	86	83	96	82	74	50
36	Azerbaijan	..	87	..	91	..	88	..	89	25	*26*	..	..	..	..	..	..
37	Zimbabwe	57	114	65	123	7	40	*8*	51	1	6	*64*	80	67	81	20	10
38	Guinea	25	30	48	61	*10*	6	*24*	*17*	5	..	57	73	85	80	78	50
39	China	103	116	121	120	37	51	54	60	1	4	..	81	..	97	27	10
40	Honduras	99	112	98	111	31	*37*	29	*29*	8	9	*40*	..	35	..	27	27
41	Senegal	37	*50*	56	*67*	7	*11*	15	*21*	3	3	90	*90*	93	94	77	57
42	Côte d'Ivoire	63	58	95	80	12	*17*	27	*33*	3	..	91	83	94	85	70	50
43	Congo	..	..	..	..	..	..	..	..	..	..	91	*87*	91	88	33	17
44	Kyrgyz Republic	..	..	..	..	..	..	..	..	28	*21*	..	..	..	..	..	..
45	Sri Lanka	100	105	105	106	57	78	52	71	3	6	..	98	..	97	13	7
46	Armenia	..	93	..	87	..	90	..	80	30	*49*	..	..	..	..	..	..
47	Cameroon	89	..	107	..	13	..	24	..	2	2	81	..	81	..	48	25
48	Egypt, Arab Rep.	61	89	84	105	39	69	61	81	16	*17*	83	97	75	92	61	36
49	Lesotho	120	105	85	90	21	31	14	21	2	2	77	84	61	74	38	19
50	*Georgia*	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..	..
51	*Myanmar*	89	..	93	..	..	..	..	..	..	..	..	..	..	..	22	11
Middle-income economies		**101 w**	**102 w**	**107 w**	**105 w**	**48 w**	**63 w**	**53 w**	**65 w**	**20 w**	**23 w**					..	..
Lower-middle-income		**99 w**	**101 w**	**107 w**	**105 w**	**49 w**	**62 w**	**55 w**	**64 w**	**24 w**	**24 w**					..	..
52	Bolivia	81	..	92	..	32	..	42	..	16	23	50	..	52	..	24	10
53	Macedonia, FYR	..	87	..	88	..	55	..	53	28	16	..	..	..	..	..	..
54	Moldova	..	77	..	78	..	72	..	67	29	35	..	..	..	..	..	..
55	Indonesia	100	*112*	115	*116*	23	*39*	35	*48*	..	*10*	65	82	88	97	22	10
56	Philippines	112	..	113	..	69	..	61	..	24	26	..	*85*	..	84	6	5
57	Uzbekistan	..	79	..	80	..	92	..	96	30	*33*	..	..	..	..	..	..
58	Morocco	63	*60*	102	*85*	20	*29*	32	*40*	6	10	89	85	90	85	69	43
59	Kazakstan	..	86	..	86	..	91	..	89	34	42	..	..	..	..	..	..
60	Guatemala	65	78	77	89	17	23	20	25	8	..	56	..	66	..	51	38
61	Papua New Guinea	51	67	66	*80*	8	*10*	15	15	2	..	*85*	67	77	68	37	19
62	Bulgaria	98	84	98	87	84	70	85	66	16	32	95	90	98	93	..	..
63	Romania	101	*86*	102	*87*	69	*82*	73	*83*	12	*12*	..	94	..	93	..	..
64	Ecuador	116	*122*	119	*124*	53	56	53	*54*	35	..	76	..	78	..	12	8
65	Dominican Republic	..	99	..	95	..	43	..	30	..	..	..	..	..	..	18	18
66	Lithuania	..	90	..	95	..	79	..	76	49	39	..	..	..	..	..	..
67	El Salvador	75	80	75	79	23	30	26	27	4	15	55	..	52	..	30	27
68	Jordan	102	95	105	*94*	73	*54*	79	*52*	27	*19*	95	97	95	99	21	7
69	Jamaica	104	*108*	103	*109*	71	*70*	63	*62*	7	6	..	*100*	..	98	11	19
70	Paraguay	101	110	107	114	*24*	38	*25*	36	8	*10*	74	81	74	79	9	7
71	Algeria	81	96	108	*111*	26	55	40	*66*	6	*11*	91	96	92	97	51	26
72	Colombia	126	120	123	118	41	68	40	57	9	*16*	46	*74*	42	72	9	9

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Percentage of age group enrolled in education										Percentage of cohort reaching grade 4				Adult illiteracy (%)	
		Primary				Secondary											
		Female		Male		Female		Male		Tertiary		Female		Male		Female	Male
		1980	1993	1980	1993	1980	1993	1980	1993	1980	1993	1980	1988	1980	1988	1995	1995
73	Tunisia	88	113	118	123	20	49	34	55	5	11	90	93	94	93	45	21
74	Ukraine	..	87	..	87	..	95	..	65	42	*46*	..	..	..	..	..	..
75	Namibia	..	*138*	..	*134*	..	*61*	..	*49*	..	*3*	..	*64*	..	65	..	..
76	Peru	111	..	117	..	54	..	63	..	17	*40*	83	..	85	..	17	6
77	Belarus	..	95	..	96	..	96	..	89	39	44	..	..	..	..	..	..
78	Slovak Republic	..	101	..	101	..	90	..	87	..	17	..	..	..	..	..	..
79	Latvia	..	82	..	83	..	90	..	84	45	39	..	..	..	..	..	..
80	Costa Rica	104	105	106	106	51	49	44	45	21	*30*	84	90	80	92	5	5
81	Poland	99	97	100	98	80	87	75	82	18	26	..	97	..	98	..	..
82	Thailand	97	97	100	*98*	28	37	30	*38*	13	*19*	..	..	..	..	8	4
83	Turkey	90	*98*	102	*107*	24	*48*	44	*74*	5	*16*	..	98	..	99	28	8
84	Croatia	..	87	..	87	..	86	..	80	..	27	..	..	..	..	..	..
85	Panama	105	..	108	..	65	..	58	..	21	*23*	88	*86*	87	84	10	9
86	Russian Federation	102	107	102	107	97	91	95	84	46	45	..	..	..	..	..	..
87	Venezuela	*104*	97	*104*	95	25	*41*	18	*29*	21	*29*	*83*	..	84	..	10	8
88	Botswana	100	*120*	83	*113*	20	55	17	*49*	1	*3*	98	95	91	91	40	20
89	Estonia	..	83	..	84	..	96	..	87	43	38	..	..	..	..	..	..
90	*Iran, Islamic Rep.*	..	101	..	109	32	58	52	74	..	15	..	93	..	94	34	22
91	*Turkmenistan*	..	..	..	..	..	..	..	..	23	..	..	..	..	..	..	..
Upper-middle-income		**103 w**	..	**106 w**	..	**47 w**	..	**48 w**	..	**13 w**	**20 w**					**14 w**	**12 w**
92	Brazil	97	..	101	..	36	..	31	..	11	12	..	..	..	..	17	17
93	South Africa	..	110	..	111	..	84	..	71	..	*13*	..	..	..	..	18	18
94	Mauritius	91	106	94	107	49	60	51	58	1	*4*	97	99	97	99	21	13
95	Czech Republic	..	100	..	99	..	88	..	85	18	16	..	..	..	..	..	..
96	Malaysia	92	93	93	93	46	61	50	56	4	..	..	99	..	98	22	11
97	Chile	108	98	110	99	56	70	49	65	12	27	81	95	78	94	5	5
98	Trinidad and Tobago	100	94	98	94	*62*	78	*60*	74	4	8	89	97	83	96	3	1
99	Hungary	97	94	96	94	67	82	72	79	14	17	96	98	96	98	..	..
100	Gabon	..	*136*	..	*132*	..	..	..	..	..	*3*	79	..	82	..	47	26
101	Mexico	121	110	122	114	46	58	51	57	14	14	63	74	85	95	13	8
102	Uruguay	107	108	107	109	62	..	61	..	17	*30*	99	99	93	99	2	3
103	Oman	36	82	69	87	6	57	19	64	..	5	77	96	99	97	..	..
104	Slovenia	..	97	..	97	..	90	..	88	..	28	..	..	..	..	..	..
105	Saudi Arabia	49	*73*	74	*78*	23	*43*	36	*54*	7	*14*	90	95	90	93	50	29
106	Greece	103	..	103	..	77	..	85	..	17	..	98	*99*	98	98	..	..
107	Argentina	106	*107*	106	*108*	*60*	*75*	*52*	*70*	22	41	76	..	73	..	4	4
108	Korea, Rep.	111	102	109	100	74	92	82	93	15	48	96	100	96	100	b	b
Low- and middle-income		**89 w**	**99 w**	**104 w**	**110 w**	**32 w**	**50 w**	**45 w**	**59 w**	**8 w**	..					..	..
Sub-Saharan Africa		**69 w**	**64 w**	**91 w**	**77 w**	**10 w**	**23 w**	**20 w**	..	**1 w**	..					**54 w**	**35 w**
East Asia and Pacific		**103 w**	**115 w**	**117 w**	**119 w**	**38 w**	**53 w**	**51 w**	**61 w**	**3 w**	**6 w**					**24 w**	**9 w**
South Asia		**60 w**	**87 w**	**91 w**	**110 w**	**18 w**	**35 w**	**36 w**	**55 w**	**5 w**	..					**64 w**	**37 w**
Europe and Central Asia		..	**97 w**	..	**97 w**	..	**90 w**	..	**81 w**	**31 w**	..					..	..
Middle East and N. Africa		**74 w**	**91 w**	**98 w**	**104 w**	**32 w**	**51 w**	**52 w**	..	**11 w**	..					**50 w**	**28 w**
Latin America and Caribbean		**105 w**	..	**108 w**	..	**41 w**	..	**40 w**	..	**14 w**	**15 w**					**14 w**	**12 w**
High-income economies		**102 w**	**104 w**	**103 w**	**104 w**	..	**98 w**	..	**97 w**	**37 w**	**53 w**					..	..
109	Portugal	123	*118*	124	*122*	40	..	34	..	11	*23*	..	..	..	..	..	..
110	New Zealand	111	101	111	102	84	104	82	103	27	58	..	97	..	97	b	b
111	Spain	109	105	110	104	89	120	85	107	23	*41*	94	93	92	91	..	..
112	Ireland	100	*103*	100	*103*	95	*110*	85	*101*	18	*34*	100	100	97	99	b	b
113	† Israel	97	96	95	95	76	*91*	66	*84*	29	*35*	98	97	97	98	..	..
114	Australia	110	107	112	108	72	86	70	83	25	42	97	*100*	94	99	b	b
115	United Kingdom	103	*113*	103	*112*	85	*94*	82	*91*	19	*37*	..	..	..	..	b	b
116	Finland	96	100	97	100	105	130	94	110	32	63	99	98	99	98	b	b
117	Italy	100	99	100	98	70	82	73	81	27	37	..	..	..	..	b	b
118	† Kuwait	100	65	105	65	76	60	84	60	11	*16*	*81*	..	85	..	25	18
119	Canada	99	*104*	99	*106*	89	*103*	87	*104*	52	*105*	97	98	94	95	b	b
120	† Hong Kong	106	..	107	..	65	..	63	..	10	*21*	99	..	100	..	12	4
121	Netherlands	101	*99*	99	*96*	90	*120*	95	*126*	29	*45*	100	..	97	..	b	b
122	† Singapore	106	..	109	..	59	..	56	..	8	..	*100*	..	99	..	14	4
123	Belgium	103	*100*	104	*99*	92	*104*	90	*103*	26	..	81	..	78	..	b	b
124	France	110	105	112	107	92	107	77	104	25	50	95	95	93	100	b	b
125	Sweden	97	100	96	100	93	100	83	99	31	*38*	*100*	..	99	..	b	b
126	Austria	98	103	99	103	87	104	98	109	22	43	97	100	92	98	b	b
127	Germany[c]	99	98	99	97	92	100	96	101	26	36	98	99	96	97	b	b
128	United States	100	106	101	107	..	97	..	98	56	81	..	..	..	..	b	b
129	Norway	100	99	100	99	96	114	92	118	26	54	*100*	..	99	..	b	b
130	Denmark	95	*98*	96	97	104	*115*	105	*112*	28	*41*	..	98	..	98	b	b
131	Japan	101	102	101	102	94	97	92	95	31	*30*	100	100	100	100	b	b
132	Switzerland	..	102	..	100	..	89	..	93	18	31	94	..	92	..	b	b
133	† *United Arab Emirates*	88	108	90	112	49	94	55	84	3	*11*	..	93	..	94	20	21
World		**89 w**	**100 w**	**104 w**	**109 w**	**38 w**	**57 w**	**49 w**	**65 w**	**13 w**	**18 w**					..	..

a. Data for 1980 include Eritrea. b. According to UNESCO, illiteracy is less than 5 percent. c. Data before 1990 refer to the Federal Republic of Germany before unification.

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Table 8. Commercial energy use

		Energy use (oil equivalent)								Net energy imports as % of energy consumption		CO2 emissions[a]			
		Total (thous. metric tons)		Per capita (kg)		Avg. annual growth rate (%)		GDP per kg. ($)				Total (mil. metric tons)		Per capita (metric tons)	
		1980	1994	1980	1994	1980–90	1990–94	1980	1994	1980	1994	1980	1992	1980	1992
Low-income economies		**652,586 t**	**1,222,928 t**	**271 w**	**384 w**	**5.5 w**	**3.7 w**	**..**	**1.0 w**			**2,195.1 t**	**4,012.9 t**	**0.91 w**	**1.30 w**
Excluding China and India		**..**	**230,666 t**	**..**	**174 w**	**..**	**..**	**..**	**1.9 w**			**355.8 t**	**575.5 t**	**0.40 w**	**0.45 w**
1	Rwanda	..	209	..	27	..	..	..	2.8	..	78	0.3	0.5	0.05	0.06
2	Mozambique	1,123	614	93	40	–5.8	5.8	1.8	2.4	–15	74	3.2	1.0	0.26	0.07
3	Ethiopia	624	1,156	17	21	6.4	0.9	..	4.1	91	86	1.8	2.9	0.05	0.05
4	Tanzania	1,023	975	55	34	–0.7	2.9	..	3.5	92	83	1.9	2.1	0.10	0.08
5	Burundi	..	143	..	23	..	..	..	7.0	..	97	0.1	0.2	0.03	0.03
6	Sierra Leone	..	323	..	73	..	..	..	2.6	..	100	0.6	0.4	0.18	0.10
7	Malawi	..	370	..	39	..	..	..	3.5	..	59	0.7	0.7	0.12	0.07
8	Chad	..	100	..	16	..	..	..	9.1	..	100	0.2	0.3	0.05	0.04
9	Uganda	..	425	..	23	..	..	..	9.4	..	58	0.6	1.0	0.05	0.05
10	Madagascar	..	479	..	37	..	..	..	4.0	..	83	1.6	0.9	0.18	0.08
11	Nepal	174	486	12	23	7.2	16.4	11.2	8.3	91	84	0.5	1.3	0.04	0.07
12	Vietnam	4,024	7,549	75	105	4.0	8.3	..	2.1	32	–55	17.0	21.5	0.32	0.31
13	Bangladesh	2,809	7,700	32	65	9.0	5.8	4.6	3.4	60	31	7.6	17.2	0.09	0.15
14	Haiti	..	326	..	47	..	..	..	5.0	..	70	0.8	0.8	0.14	0.12
15	Niger	..	327	..	37	..	..	..	4.7	..	83	0.6	1.1	0.10	0.13
16	Guinea-Bissau	..	39	..	37	..	..	..	6.2	..	100	0.1	0.2	0.17	0.21
17	Kenya	1,991	2,792	120	107	4.2	3.3	3.6	2.5	95	82	6.2	5.3	0.37	0.22
18	Mali	..	205	..	22	..	..	..	9.1	..	80	0.4	0.4	0.06	0.05
19	Nigeria	9,879	17,503	139	162	2.9	4.6	9.4	2.0	–968	–484	68.1	96.5	0.96	0.95
20	Yemen, Rep.	1,364	3,165	160	214	7.8	1.9	..	..	100	–406	3.3	10.1	0.39	0.73
21	Burkina Faso	..	160	..	16	..	..	..	11.6	..	100	0.4	0.6	0.06	0.06
22	Mongolia	..	2,550	..	1,079	..	..	..	0.3	..	15	6.7	9.3	4.03	4.08
23	India	93,907	222,262	137	243	6.9	4.8	1.8	1.3	21	20	350.1	769.4	0.51	0.87
24	Lao PDR	..	182	..	38	..	..	..	8.4	..	–19	0.2	0.3	0.06	0.06
25	Togo	..	183	..	46	..	..	..	5.4	..	100	0.6	0.7	0.23	0.19
26	Gambia, The	..	60	..	56	..	..	..	6.0	..	100	0.2	0.2	0.25	0.20
27	Nicaragua	..	1,001	..	241	..	..	..	1.8	..	84	2.0	2.5	0.72	0.64
28	Zambia	1,685	1,292	294	140	–3.0	2.3	2.3	2.7	32	29	3.5	2.5	0.62	0.29
29	Tajikistan	..	3,695	..	642	..	..	..	0.6	..	55	..	4.0	..	0.71
30	Benin	149	97	43	18	–1.4	–2.3	9.4	15.7	93	–239	0.5	0.6	0.14	0.12
31	Central African Republic	..	93	..	29	..	..	..	9.4	..	76	0.1	0.2	0.05	0.07
32	Albania	3,058	1,350	1,145	422	–1.0	–12.0	0.5	1.3	0	28	7.4	4.0	2.77	1.24
33	Ghana	1,303	1,511	121	91	1.6	0.5	3.4	3.6	57	64	2.4	3.8	0.23	0.24
34	Pakistan	11,698	32,247	142	255	8.0	6.4	2.0	1.6	38	38	31.7	71.9	0.38	0.60
35	Mauritania	..	229	..	103	..	..	..	4.5	..	100	0.6	2.9	0.39	1.36
36	Azerbaijan	15,001	10,545	2,433	1,414	5.2	–18.8	..	0.3	1	–41	..	63.9	..	8.71
37	Zimbabwe	2,797	4,654	399	432	5.5	0.7	1.9	1.2	28	26	9.7	18.7	1.39	1.82
38	Guinea	..	418	..	65	..	..	..	8.1	..	87	0.9	1.0	0.21	0.17
39	China	413,130	770,000	421	647	5.6	4.0	0.5	0.7	–4	–1	1,489.2	2,668.0	1.52	2.29
40	Honduras	..	969	..	169	..	..	..	3.4	..	71	2.1	3.1	0.56	0.56
41	Senegal	875	840	158	102	0.8	–1.5	3.4	4.6	100	100	2.8	2.8	0.50	0.36
42	Côte d'Ivoire	1,435	2,350	175	170	1.6	17.9	7.1	2.9	87	82	4.7	6.3	0.57	0.49
43	Congo	262	379	157	147	0.6	7.3	6.5	4.2	–1,193	–2,492	0.4	4.0	0.23	1.64
44	Kyrgyz Republic	1,938	3,197	534	715	0.9	2.9	..	0.9	–113	76	..	15.4	..	3.42
45	Sri Lanka	1,411	1,979	96	111	0.5	7.5	2.9	5.9	91	83	3.4	5.0	0.23	0.29
46	Armenia	..	2,500	..	667	..	..	..	1.0	..	87	..	4.2	..	1.14
47	Cameroon	774	1,077	89	83	3.5	–1.2	9.7	6.9	–269	–525	3.9	2.2	0.45	0.18
48	Egypt, Arab Rep.	15,176	34,538	371	608	7.2	3.0	1.5	1.2	–120	–67	45.2	84.0	1.11	1.54
49	Lesotho	..	..	..	..	..	..	..	..	..	..	..	..	..	..
50	*Georgia*	4,474	3,098	882	572	–1.7	–12.2	..	0.7	–5	81	..	13.8	..	2.54
51	*Myanmar*	..	..	..	..	..	..	..	..	..	..	4.8	4.4	0.14	0.10
Middle-income economies		**..**	**2,501,145 t**	**..**	**1,593 w**	**..**	**..**	**..**	**1.7 w**			**4,009.3 t**	**5,370.8 t**	**3.23 w**	**3.52 w**
Lower-middle-income		**..**	**1,689,117 t**	**..**	**1,540 w**	**..**	**..**	**..**	**1.1 w**			**..**	**..**	**..**	**..**
52	Bolivia	1,713	2,220	320	307	–0.6	4.4	1.8	2.5	–107	–90	4.5	6.6	0.84	0.96
53	Macedonia, FYR	..	..	..	..	..	..	..	..	..	..	..	4.1	..	1.99
54	Moldova	..	4,185	..	962	..	..	..	0.9	..	99	..	14.2	0.00	3.26
55	Indonesia	25,028	74,794	169	393	7.4	9.3	3.1	2.3	–275	–101	94.6	184.6	0.64	1.00
56	Philippines	13,406	24,428	277	364	2.6	8.3	2.4	2.6	79	70	36.5	49.7	0.76	0.77
57	Uzbekistan	..	42,209	..	1,886	..	..	..	0.5	..	3	..	123.3	..	5.74
58	Morocco	4,927	8,107	254	307	3.6	4.3	3.8	3.8	87	95	16.0	27.3	0.82	1.08
59	Kazakstan	76,799	62,368	5,153	3,710	3.6	–10.8	..	0.3	0	–16	..	298.0	..	17.55
60	Guatemala	1,443	1,921	209	186	0.3	9.2	5.5	6.7	84	70	4.5	5.7	0.65	0.58
61	Papua New Guinea	..	990	..	236	..	..	..	5.5	..	–150	1.8	2.3	0.60	0.56
62	Bulgaria	28,476	23,500	3,213	2,786	0.3	–2.6	0.7	0.4	74	63	74.9	54.4	8.45	6.37
63	Romania	63,846	39,782	2,876	1,750	0.3	–8.8	..	0.8	19	27	191.4	122.1	8.62	5.36
64	Ecuador	4,209	5,807	529	517	2.6	0.0	2.8	2.9	–156	–223	13.4	18.9	1.69	1.76
65	Dominican Republic	..	2,591	..	340	..	..	..	4.0	..	89	6.4	10.2	1.12	1.40
66	Lithuania	11,353	8,164	3,326	2,194	3.0	–19.6	..	0.6	–2	80	..	22.0	..	5.88
67	El Salvador	..	1,236	..	219	..	..	..	6.6	..	58	2.1	3.6	0.47	0.66
68	Jordan	1,710	4,024	784	997	5.8	5.0	..	1.5	100	97	4.7	11.3	2.17	3.03
69	Jamaica	2,169	2,776	1,017	1,112	–0.3	2.3	1.2	1.5	99	100	8.4	8.0	3.96	3.29
70	Paraguay	550	1,251	175	261	6.8	9.6	8.3	6.3	88	–141	1.5	2.6	0.47	0.58
71	Algeria	12,078	28,244	647	1,030	6.2	4.7	3.5	1.5	–452	–273	66.2	79.2	3.55	3.02
72	Colombia	13,972	22,271	501	613	3.7	1.3	2.4	3.0	7	–103	39.3	61.5	1.41	1.76

Note: For data comparability and coverage, see the technical notes.

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		Energy use (oil equivalent)								Net energy imports as % of energy consumption		CO2 emissions[a]			
		Total (thous. metric tons)		Per capita (kg)		Avg. annual growth rate (%)		GDP per kg. ($)				Total (mill. metric tons)		Per capita (metric tons)	
		1980	1994	1980	1994	1980–90	1990–94	1980	1994	1980	1994	1980	1992	1980	1992
73	Tunisia	3,083	5,204	483	590	4.0	3.4	2.8	3.0	-99	-7	9.5	13.6	1.48	1.60
74	Ukraine	108,290	170,910	2,164	3,292	6.9	-9.8	..	0.5	-1	43	..	611.3	..	11.72
75	Namibia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
76	Peru	8,139	8,159	471	351	-0.5	3.1	2.5	6.1	-36	1	23.5	22.3	1.36	1.00
77	Belarus	..	27,881	..	2,692	..	..	..	0.7	..	89	..	102.0	..	9.89
78	Slovak Republic	..	..	..	..	..	..	..	..	..	..	..	37.0	..	6.97
79	Latvia	..	4,469	..	1,755	..	..	..	1.3	..	88	..	14.8	..	5.62
80	Costa Rica	..	1,843	..	558	..	..	..	4.5	..	41	2.5	3.8	1.08	1.20
81	Poland	124,500	98,800	3,499	2,563	-0.4	0.2	0.5	0.9	3	5	459.6	341.9	12.92	8.91
82	Thailand	12,093	44,655	259	770	9.5	10.0	2.7	3.2	96	59	40.0	112.5	0.86	1.98
83	Turkey	31,314	58,100	705	955	5.8	2.7	1.8	2.3	45	56	76.0	145.5	1.71	2.49
84	Croatia	..	5,051	..	1,057	..	..	..	2.8	..	28	..	16.2	..	3.39
85	Panama	1,376	1,479	703	566	-1.7	6.6	2.6	4.7	97	83	3.6	4.2	1.86	1.68
86	Russian Federation	750,240	599,027	5,397	4,038	4.2	-8.9	..	0.6	0	-52	..	2,103.1	..	14.14
87	Venezuela	35,011	49,355	2,354	2,331	1.3	4.6	2.0	1.2	-280	-245	89.6	116.4	6.03	5.75
88	Botswana	..	549	..	380	..	..	..	7.3	..	55	1.0	2.2	1.10	1.60
89	Estonia	..	5,325	..	3,552	..	..	..	0.9	..	42	0.4	20.9	0.28	13.53
90	*Iran, Islamic Rep.*	38,347	97,891	980	1,565	7.3	8.9	2.4	0.7	-118	-127	116.1	235.5	2.97	3.97
91	*Turkmenistan*	7,948	14,090	2,778	3,198	25.0	29.9	..	..	-101	116	..	42.3	..	10.48
Upper-middle-income		**475,209 t**	**810,681 t**	**1,297 w**	**1,715 w**	**4.9 w**	**3.5 w**	**..**	**2.8 w**			**1,358.3 t**	**1,907.7 t**	**3.71 w**	**4.17 w**
92	Brazil	72,141	110,000	595	691	4.3	3.2	3.3	3.0	65	38	183.6	217.1	1.51	1.41
93	South Africa	60,511	91,349	2,074	2,253	3.6	0.0	1.3	1.3	-14	-33	213.4	290.3	7.31	7.49
94	Mauritius	..	431	..	387	..	..	..	7.9	..	92	0.6	1.4	0.61	1.26
95	Czech Republic	29,394	40,324	2,873	3,902	73.7	-4.5	1.0	0.9	-29	13	..	135.6	..	13.15
96	Malaysia	9,522	33,662	692	1,711	9.4	11.2	2.6	2.1	-58	66	28.0	70.5	2.03	3.76
97	Chile	7,743	13,200	695	943	3.9	4.3	3.6	3.9	50	66	27.0	34.7	2.42	2.55
98	Trinidad and Tobago	3,863	5,891	3,570	4,549	3.9	0.4	1.6	0.8	-240	-89	16.7	20.6	15.41	16.28
99	Hungary	28,322	25,191	2,645	2,455	0.8	-3.4	0.8	1.6	49	44	82.0	59.9	7.66	5.80
100	Gabon	759	676	942	520	-3.6	5.6	5.6	5.8	-1,106	-2,268	4.8	5.6	5.93	4.50
101	Mexico	97,434	139,600	1,453	1,577	2.3	2.0	2.0	2.7	-49	-55	260.1	332.9	3.88	3.92
102	Uruguay	2,208	1,971	758	623	-0.9	2.7	4.6	7.9	89	68	5.8	5.0	1.98	1.61
103	Oman	1,546	4,924	1,223	2,347	12.4	5.8	4.4	2.4	-1,024	-801	5.9	10.0	5.33	5.24
104	Slovenia	..	2,995	..	1,506	..	..	..	4.7	..	19	..	5.5	..	2.76
105	Saudi Arabia	35,496	85,326	3,787	4,744	5.8	6.1	4.4	1.4	-1,361	-435	130.8	220.6	13.95	13.11
106	Greece	15,973	23,300	1,656	2,235	3.6	1.2	2.5	3.3	77	63	51.4	73.9	5.33	7.16
107	Argentina	39,669	47,850	1,411	1,399	1.1	3.5	1.9	5.9	8	-21	107.5	117.0	3.82	3.50
108	Korea, Rep.	41,426	133,574	1,087	3,000	8.5	10.2	1.5	2.8	77	85	125.7	289.8	3.30	6.64
Low- and middle-income		..	**3,716,470 t**	..	**782 w**	..	..	..	**1.5 w**			**6,378.8 t**	**9,849.7 t**	**1.75 w**	**2.14 w**
Sub-Saharan Africa		**104,833 t**	**155,832 t**	**276 w**	**272 w**	**3.2 w**	**1.0 w**	**..**	**1.9 w**			**356.8 t**	**478.6 t**	**0.94 w**	**0.88 w**
East Asia and Pacific		**566,538 t**	**1,162,092 t**	**405 w**	**670 w**	**5.9 w**	**5.4 w**	**..**	**1.3 w**			**1,979.2 t**	**3,682.4 t**	**1.42 w**	**2.18 w**
South Asia		**112,057 t**	**269,625 t**	**124 w**	**221 w**	**7.0 w**	**5.1 w**	**..**	**1.5 w**			**395.2 t**	**866.5 t**	**0.44 w**	**0.74 w**
Europe and Central Asia		..	**1,329,092 t**	..	**2,727 w**	..	..	..	**0.8 w**			..	..	..	..
Middle East and N. Africa		**143,540 t**	**333,267 t**	**821 w**	**1,250 w**	**6.4 w**	**6.2 w**	**..**	**1.5 w**			**500.5 t**	**860.2 t**	**2.86 w**	**3.40 w**
Latin America and Caribbean		**322,214 t**	**453,021 t**	**898 w**	**962 w**	**2.5 w**	**2.7 w**	**..**	**3.7 w**			**857.6 t**	**1,047.0 t**	**2.39 w**	**2.31 w**
High-income economies		**3,743,415 t**	**4,392,058 t**	**4,822 w**	**5,168 w**	**1.5 w**	**1.4 w**	**..**	**4.7 w**			**9,835.0 t**	**10,087.4 t**	**12.67 w**	**12.03 w**
109	Portugal	10,291	18,100	1,054	1,828	4.7	2.6	2.8	4.8	86	90	27.1	47.2	2.77	4.78
110	New Zealand	9,202	15,200	2,956	4,352	4.5	2.2	2.4	3.5	39	5	17.6	26.2	5.65	7.60
111	Spain	68,692	94,500	1,837	2,414	2.6	1.3	3.1	5.1	77	69	200.0	223.2	5.35	5.72
112	Ireland	8,485	11,200	2,495	3,136	2.1	1.5	2.4	4.6	78	70	25.1	30.9	7.37	8.69
113	† Israel	8,616	15,151	2,222	2,815	4.5	6.7	2.6	5.1	98	96	21.1	41.6	5.45	8.13
114	Australia	70,399	92,300	4,792	5,173	2.1	1.5	2.3	3.6	-22	-91	202.8	267.9	13.80	15.33
115	United Kingdom	201,200	219,200	3,572	3,754	1.0	0.6	2.7	4.6	2	-9	588.3	566.2	10.44	9.76
116	Finland	24,998	30,300	5,230	5,954	2.3	1.3	2.1	3.2	72	62	55.1	41.2	11.53	8.17
117	Italy	139,190	154,800	2,466	2,710	1.4	-0.1	3.3	6.6	86	81	372.1	407.7	6.59	7.17
118	† Kuwait	9,500	12,337	6,909	7,615	4.1	11.7	3.0	2.0	-739	-711	24.7	16.0	17.99	11.42
119	Canada	193,170	228,000	7,854	7,795	1.6	2.2	1.4	2.4	-7	-46	430.2	409.9	17.49	14.36
120	† Hong Kong	5,628	13,822	1,117	2,280	7.0	7.7	5.1	9.5	100	100	16.4	29.1	3.26	5.01
121	Netherlands	65,106	70,100	4,601	4,558	1.0	1.2	2.6	4.7	-10	9	152.8	139.0	10.80	9.16
122	† Singapore	6,049	19,210	2,651	6,556	7.2	10.5	1.9	3.6	100	100	30.1	49.8	13.19	17.67
123	Belgium	46,122	51,500	4,684	5,091	1.3	1.2	2.6	4.4	83	77	127.7	101.8	12.97	10.13
124	France	190,660	222,400	3,539	3,839	1.9	0.2	3.5	6.0	75	47	484.1	362.1	8.99	6.31
125	Sweden	40,992	49,200	4,933	5,603	2.1	0.2	3.1	4.0	61	36	71.4	56.8	8.60	6.55
126	Austria	23,449	26,300	3,105	3,276	1.6	-0.4	3.3	7.5	67	65	52.2	56.6	6.91	7.15
127	Germany	359,170	334,000	4,587	4,097	0.5	-1.5	..	6.1	49	58	1,068.3	878.1	13.64	10.89
128	United States	1,801,000	2,060,400	7,908	7,905	1.3	1.8	1.5	3.2	14	19	4,625.2	4,881.3	20.30	19.11
129	Norway	18,865	23,100	4,611	5,326	1.9	1.5	3.1	4.7	-195	-636	40.0	60.2	9.78	14.06
130	Denmark	19,488	20,800	3,804	3,996	0.5	2.4	3.4	7.0	97	27	63.2	53.9	12.34	10.42
131	Japan	347,120	478,000	2,972	3,825	2.4	2.3	3.1	9.6	88	82	933.9	1,093.5	8.00	8.79
132	Switzerland	20,840	25,200	3,298	3,603	2.1	0.2	4.9	10.3	66	59	40.9	43.7	6.48	6.36
133	† *United Arab Emirates*	8,558	24,017	8,205	12,795	8.8	4.4	3.5	..	-996	-470	36.3	70.6	34.77	39.74
World		**6,711,356 t**	**8,035,058 t**	**1,516 w**	**1,434 w**	**2.7 w**	**0.3 w**	**..**	**3.3 w**			**15,659.9 t**	**18,821.8 t**	**3.54 w**	**3.46 w**

a. From industrial processes.

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Table 9. Land use and urbanization

		Land use (% of total land area)						Urban population				Population in urban agglomerations of 1 million or more in 1990, as % of			
		Cropland		Permanent pasture		Other		As % of total population		Avg. annual growth rate (%)		Urban		Total	
		1980	1993	1980	1993	1980	1993	1980	1994	1980–90	1990–94	1980	1994	1980	1994
Low-income economies		**11 w**	**13 w**	**28 w**	**31 w**	**62 w**	**56 w**	**22 w**	**28 w**	**4.2 w**	**3.8 w**	**32 w**	**34 w**	**7 w**	**10 w**
Excluding China and India		**6 w**	**8 w**	**27 w**	**30 w**	**68 w**	**61 w**	**23 w**	**29 w**	**4.4 w**	**4.4 w**	**29 w**	**31 w**	**7 w**	**9 w**
1	Rwanda	54	47	29	18	17	34	5	6	4.9	4.4	0	0	0	0
2	Mozambique	4	4	62	56	33	40	13	33	9.1	7.4	48	41	6	13
3	Ethiopia	13	13	41	41	46	47	10	13	4.7	3.2	30	29	3	4
4	Tanzania	1	4	10	40	89	56	15	24	6.8	6.4	30	24	5	6
5	Burundi	8	53	6	36	86	12	4	7	6.9	6.7	0	0	0	0
6	Sierra Leone	3	8	13	31	84	62	24	35	5.0	4.9	0	0	0	0
7	Malawi	25	18	35	20	40	62	9	13	6.1	5.7	0	0	0	0
8	Chad	3	3	37	36	60	62	19	21	3.4	3.5	0	0	0	0
9	Uganda	41	34	13	9	46	57	9	12	4.9	5.6	0	0	0	0
10	Madagascar	7	5	79	41	14	53	18	26	5.7	5.7	0	0	0	0
11	Nepal	17	17	14	15	69	68	6	13	8.0	7.4	0	0	0	0
12	Vietnam	22	20	1	1	77	79	19	21	2.5	3.0	27	32	5	7
13	Bangladesh	79	75	5	5	15	21	11	18	5.9	4.9	46	46	5	8
14	Haiti	5	33	3	18	92	49	24	31	3.9	4.0	55	56	13	17
15	Niger	3	3	8	7	90	90	13	22	7.5	6.9	0	0	0	0
16	Guinea-Bissau	10	12	38	38	51	50	17	22	3.5	4.3	0	0	0	0
17	Kenya	3	8	48	37	49	55	16	27	7.5	6.1	32	28	5	8
18	Mali	2	2	22	25	76	74	18	26	5.1	5.7	0	0	0	0
19	Nigeria	33	36	44	44	23	21	27	38	5.8	5.3	23	27	6	10
20	Yemen, Rep.	3	3	28	30	70	67	20	33	7.0	8.4	0	0	0	0
21	Burkina Faso	13	13	48	22	39	65	9	25	10.0	11.5	0	0	0	0
22	Mongolia	1	1	65	80	34	19	52	60	3.9	2.9	0	0	0	0
23	India	73	57	5	4	22	39	23	27	3.2	2.9	25	35	6	9
24	Lao PDR	6	3	5	3	89	93	13	21	6.2	6.4	0	0	0	0
25	Togo	17	45	48	4	36	52	23	30	5.3	4.8	0	0	0	0
26	Gambia, The	1	18	0	9	99	73	18	25	6.0	6.5	0	0	0	0
27	Nicaragua	10	11	41	46	48	43	53	62	3.9	4.2	42	44	23	28
28	Zambia	7	7	40	40	53	53	40	43	4.2	3.6	23	32	9	14
29	Tajikistan	..	6	..	25	..	70	34	32	2.3	2.0	0	0	0	0
30	Benin	16	17	4	4	80	79	32	41	5.2	4.9	0	0	0	0
31	Central African Republic	7	3	11	5	82	92	35	39	3.0	3.5	0	0	0	0
32	Albania	26	26	15	15	59	59	34	37	2.9	–0.4	0	0	0	0
33	Ghana	13	19	23	22	63	59	31	36	4.3	4.2	30	27	9	10
34	Pakistan	26	30	6	6	67	64	28	34	4.5	4.7	39	52	11	18
35	Mauritania	0	0	40	38	60	62	29	52	7.6	5.5	0	0	0	0
36	Azerbaijan	..	23	..	26	..	51	53	56	1.9	1.6	48	44	26	25
37	Zimbabwe	7	7	14	13	78	80	22	31	6.0	5.0	0	0	0	0
38	Guinea	7	3	65	22	27	75	19	29	5.7	5.7	65	77	12	22
39	China	12	10	39	43	49	47	19	29	4.8	4.1	41	35	8	10
40	Honduras	7	17	10	14	82	69	36	47	5.4	4.9	0	0	0	0
41	Senegal	23	12	30	16	47	72	36	42	4.0	4.0	49	55	18	23
42	Côte d'Ivoire	14	12	59	41	27	47	35	43	5.4	5.3	44	45	15	19
43	Congo	0	0	5	29	95	70	41	58	5.9	5.1	0	0	0	0
44	Kyrgyz Republic	..	7	..	47	..	46	38	39	1.9	0.8	0	0	0	0
45	Sri Lanka	10	29	2	7	87	64	22	22	1.4	2.2	0	0	0	0
46	Armenia	..	20	..	24	..	55	66	69	1.6	1.8	51	50	34	34
47	Cameroon	2	15	2	4	96	81	31	44	5.4	5.3	19	36	6	16
48	Egypt, Arab Rep.	2	3	..	5	98	92	44	45	2.6	2.4	52	51	23	23
49	Lesotho	2	11	12	66	86	24	13	22	6.8	6.1	0	0	0	0
50	*Georgia*	..	14	..	29	..	57	52	58	1.6	0.7	42	43	22	25
51	*Myanmar*	30	15	1	1	69	84	24	26	2.5	3.3	27	32	7	8
Middle-income economies		**8 w**	**10 w**	**25 w**	**23 w**	**74 w**	**67 w**	**52 w**	**61 w**	**3.0 w**	**2.4 w**	**32 w**	**33 w**	**16 w**	**20 w**
Lower-middle-income		**8 w**	**11 w**	**17 w**	**18 w**	**83 w**	**71 w**	**47 w**	**56 w**	**3.0 w**	**2.3 w**	**28 w**	**30 w**	**12 w**	**16 w**
52	Bolivia	3	2	43	24	54	73	46	58	4.2	3.2	30	29	14	17
53	Macedonia, FYR	..	26	..	25	..	49	54	59	1.5	1.6	0	0	0	0
54	Moldova	..	67	..	11	..	22	40	51	2.7	1.5	0	0	0	0
55	Indonesia	31	17	19	7	50	76	22	34	5.3	3.8	33	38	7	13
56	Philippines	26	31	5	4	70	65	38	53	5.2	4.4	33	25	12	13
57	Uzbekistan	..	11	..	52	..	37	41	41	2.3	2.6	28	24	11	10
58	Morocco	15	22	40	47	44	31	41	48	3.5	3.0	26	37	11	18
59	Kazakstan	..	13	..	70	..	17	54	59	1.9	0.9	12	12	6	7
60	Guatemala	28	17	21	23	52	60	37	41	5.4	4.0	0	0	0	0
61	Papua New Guinea	1	1	0	0	99	99	13	16	5.6	5.7	0	0	0	0
62	Bulgaria	11	39	5	17	84	44	61	70	1.0	0.0	20	23	12	16
63	Romania	62	43	26	21	12	36	49	55	1.3	0.2	18	17	9	9
64	Ecuador	9	11	15	8	77	82	47	58	4.2	3.6	29	44	14	26
65	Dominican Republic	29	30	43	0	27	70	50	64	4.1	3.1	49	51	25	33
66	Lithuania	..	46	..	7	..	47	61	71	2.1	0.9	0	0	0	0
67	El Salvador	35	35	29	29	36	35	42	45	1.9	2.7	0	0	20	0
68	Jordan	4	5	9	9	88	87	60	71	5.1	7.0	49	40	29	28
69	Jamaica	4	20	3	24	94	56	47	55	2.3	2.1	0	0	0	0
70	Paraguay	4	6	40	54	56	40	42	52	4.8	4.4	0	0	0	0
71	Algeria	3	3	15	13	82	84	43	55	4.8	3.9	25	24	11	13
72	Colombia	10	5	75	39	14	56	64	72	2.8	2.7	34	38	22	28

Note: For data comparability and coverage, see the technical notes.

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		Land use (% of total land area)						Urban population				Population in urban agglomerations of 1 million or more in 1990, as % of			
		Cropland		Permanent pasture		Other		As % of total population		Avg. annual growth rate (%)		Urban		Total	
		1980	1993	1980	1993	1980	1993	1980	1994	1980–90	1990–94	1980	1994	1980	1994
73	Tunisia	13	32	10	23	77	46	51	57	3.2	2.8	34	39	17	22
74	Ukraine	..	59	..	13	..	28	62	70	1.2	0.9	22	22	14	15
75	Namibia	1	1	46	46	53	53	23	36	6.2	6.2	0	0	0	0
76	Peru	3	3	21	21	76	76	65	72	3.0	2.6	40	43	26	31
77	Belarus	..	30	..	15	..	55	56	70	2.2	1.5	24	24	14	17
78	Slovak Republic	..	34	..	17	..	49	52	58	1.5	1.1	0	0	0	0
79	Latvia	..	28	..	13	..	59	68	73	1.0	-0.8	0	0	0	0
80	Costa Rica	15	10	61	46	23	44	43	49	3.8	3.3	0	0	0	0
81	Poland	49	48	13	13	38	38	58	64	1.4	1.0	31	28	18	18
82	Thailand	50	41	2	2	48	58	17	20	2.8	2.4	59	56	10	11
83	Turkey	45	36	15	16	39	48	44	67	5.8	4.6	39	34	17	23
84	Croatia	..	25	..	22	..	52	50	64	2.2	1.5	0	0	0	0
85	Panama	7	9	18	20	75	71	50	54	2.8	2.7	0	0	0	0
86	Russian Federation	..	8	..	5	..	88	70	73	1.2	-0.2	23	25	16	19
87	Venezuela	7	4	31	20	62	75	83	92	3.5	2.9	20	29	16	27
88	Botswana	0	1	6	45	94	54	15	30	8.9	7.6	0	0	0	0
89	Estonia	..	27	..	7	..	66	70	73	1.0	-0.9	0	0	0	0
90	*Iran, Islamic Rep.*	6	11	21	27	73	62	50	58	5.0	3.9	26	35	13	20
91	*Turkmenistan*	..	3	..	74	..	23	47	45	2.0	5.1	0	0	0	0
Upper-middle-income		**9 w**	**7 w**	**37 w**	**32 w**	**55 w**	**61 w**	**64 w**	**74 w**	**3.0 w**	**2.6 w**	**40 w**	**40 w**	**26 w**	**30 w**
92	Brazil	15	6	52	22	33	72	66	77	3.3	2.7	42	42	27	32
93	South Africa	10	11	59	67	31	23	48	50	2.7	2.9	23	37	11	19
94	Mauritius	2	52	0	3	98	44	42	41	0.4	1.4	0	0	0	0
95	Czech Republic	..	43	..	11	..	46	64	65	0.3	0.1	18	18	12	12
96	Malaysia	17	15	0	0	83	85	42	53	4.4	4.0	16	12	7	6
97	Chile	2	6	6	18	91	76	81	86	2.1	1.8	41	41	33	35
98	Trinidad and Tobago	41	24	4	2	56	74	65	66	1.6	1.7	0	0	0	0
99	Hungary	46	55	11	13	43	33	57	64	0.5	0.6	34	31	19	20
100	Gabon	8	2	82	18	10	80	36	49	6.0	5.1	0	0	0	0
101	Mexico	17	13	52	39	31	48	66	75	2.9	2.8	41	38	27	28
102	Uruguay	3	7	27	77	70	15	85	90	1.0	0.9	49	46	42	42
103	Oman	0	0	3	5	97	95	8	13	8.7	8.6	0	0	0	0
104	Slovenia	..	15	..	28	..	57	48	63	2.6	1.3	0	0	0	0
105	Saudi Arabia	1	2	40	56	59	42	67	80	6.9	4.1	28	27	19	21
106	Greece	38	27	51	41	11	32	58	65	1.3	1.5	54	54	31	35
107	Argentina	10	10	52	52	38	38	83	88	1.9	1.6	42	44	35	39
108	Korea, Rep.	38	21	1	1	62	78	57	80	3.8	2.9	65	64	37	51
Low- and middle-income		**10 w**	**11 w**	**27 w**	**26 w**	**68 w**	**63 w**	**32 w**	**39 w**	**3.6 w**	**3.1 w**	**32 w**	**34 w**	**10 w**	**13 w**
Sub-Saharan Africa		**4 w**	**7 w**	**24 w**	**33 w**	**72 w**	**60 w**	**24 w**	**31 w**	**4.9 w**	**4.8 w**	**21 w**	**24 w**	**5 w**	**8 w**
East Asia and Pacific		**13 w**	**12 w**	**35 w**	**34 w**	**52 w**	**54 w**	**22 w**	**32 w**	**4.6 w**	**3.9 w**	**40 w**	**36 w**	**9 w**	**11 w**
South Asia		**50 w**	**45 w**	**12 w**	**10 w**	**39 w**	**45 w**	**22 w**	**26 w**	**3.5 w**	**3.3 w**	**27 w**	**36 w**	**6 w**	**10 w**
Europe and Central Asia		**39 w**	**13 w**	**16 w**	**16 w**	**92 w**	**71 w**	**58 w**	**65 w**	**2.0 w**	**1.0 w**	**24 w**	**24 w**	**14 w**	**16 w**
Middle East and N. Africa		**4 w**	**6 w**	**19 w**	**24 w**	**78 w**	**70 w**	**48 w**	**56 w**	**4.4 w**	**3.7 w**	**32 w**	**35 w**	**15 w**	**18 w**
Latin America and Caribbean		**9 w**	**7 w**	**38 w**	**29 w**	**53 w**	**64 w**	**65 w**	**74 w**	**3.0 w**	**2.6 w**	**36 w**	**37 w**	**24 w**	**28 w**
High-income economies		**15 w**	**12 w**	**32 w**	**25 w**	**54 w**	**63 w**	**76 w**	**77 w**	**0.8 w**	**0.3 w**	**40 w**	**43 w**	**30 w**	**34 w**
109	Portugal	34	34	9	9	57	56	29	35	1.4	1.3	46	52	13	18
110	New Zealand	2	14	53	51	45	35	83	86	0.9	1.2	0	0	0	0
111	Spain	25	40	13	21	62	40	73	76	0.7	0.5	27	25	20	18
112	Ireland	5	13	19	68	77	18	55	57	0.6	0.7	0	0	0	0
113	†Israel	11	21	3	7	86	72	89	90	..	..	41	39	37	35
114	Australia	6	6	57	54	37	39	86	85	1.4	1.0	55	68	47	58
115	United Kingdom	11	27	18	46	71	27	89	89	0.3	0.4	28	26	25	23
116	Finland	8	8	1	0	91	91	60	63	0.7	1.1	0	0	0	0
117	Italy	53	41	22	15	25	45	67	67	0.1	0.2	39	31	26	20
118	†Kuwait	0	0	1	8	99	92	90	97	5.1	-5.4	67	70	60	67
119	Canada	8	5	5	3	87	92	76	77	1.4	1.3	38	45	29	35
120	†Hong Kong	5	..	1	..	94	..	92	95	1.6	1.7	100	100	91	95
121	Netherlands	24	27	35	31	41	41	88	89	0.6	0.8	8	16	7	14
122	†Singapore	14	2	0	0	86	98	100	100	1.7	2.0	100	100	100	100
123	Belgium	..	31	..	21	..	48	95	97	0.2	0.5	13	11	12	11
124	France	34	35	23	20	42	45	73	73	0.4	0.6	29	28	21	21
125	Sweden	21	7	5	1	74	92	83	83	0.3	0.6	20	21	17	17
126	Austria	20	18	25	24	56	58	55	55	0.3	1.0	49	46	27	26
127	Germany	..	34	..	15	..	51	83	86	0.4	1.0	46	47	38	40
128	United States	30	20	38	25	32	55	74	76	1.2	1.3	49	56	36	43
129	Norway	3	3	0	0	97	97	71	73	0.6	0.8	0	0	0	0
130	Denmark	63	60	6	5	31	35	84	85	0.2	0.4	32	30	27	26
131	Japan	22	12	3	2	76	86	76	78	0.7	0.4	44	48	34	37
132	Switzerland	12	11	47	32	40	56	57	61	1.0	1.4	0	0	0	0
133	†*United Arab Emirates*	0	0	2	2	97	97	72	83	6.1	3.7	0	0	0	0
World		**11 w**	**11 w**	**28 w**	**26 w**	**65 w**	**63 w**	**39 w**	**45 w**	**2.7 w**	**2.3 w**	**34 w**	**35 w**	**14 w**	**16 w**

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Table 10. Forests and water resources

		Forest area			Nationally protected areas, 1994[a]			Annual freshwater withdrawal, 1970–94[b]			
		Total area (thousand sq. km) 1990	Ann. deforestation, 1981–90							Per capita (cu. m)	
			Thousand sq. km	As % of total area	Thousand sq. km	Number	As % of total surface area	Total (cu. km)	As % of total water resources	Domestic	Other
Low-income economies					**2,006.6 t**	**1,666 t**	**5.0 w**				
Excluding China and India					**1,282.4 t**	**829 t**	**4.7 w**				
1	Rwanda	2	0.0	0.2	3.3	2	12.4	0.2	2.4	6	18
2	Mozambique	173	1.4	0.8	0.0	1	0.0	0.8	0.4[c]	13	42
3	Ethiopia	142	0.4	0.3	60.2	23	5.5	2.2	2.0	6	45
4	Tanzania	336	4.4	1.3	138.9	30	14.7	0.5	0.5[c]	7	28
5	Burundi	2	0.0	0.6	0.9	3	3.2	0.1	2.8	7	13
6	Sierra Leone	19	0.1	0.6	0.8	2	1.1	0.4	0.2	7	92
7	Malawi	35	0.5	1.5	10.6	9	8.9	0.2	0.9[c]	7	13
8	Chad	114	0.9	0.8	114.9	9	9.0	0.2	0.4[c]	6	29
9	Uganda	63	0.6	1.0	19.1	31	8.1	0.2	0.3[c]	7	14
10	Madagascar	158	1.3	0.9	11.1	37	1.9	16.3	4.8	16	1,568
11	Nepal	50	0.5	1.1	11.1	12	7.9	2.7	1.6	6	144
12	Vietnam	83	1.4	1.6	13.3	59	4.0	28.9	7.7	54	361
13	Bangladesh	8	0.4	4.9	1.0	8	0.7	22.5	1.0[c]	7	213
14	Haiti	0	0.0	6.5	0.1	3	0.4	0.0	0.4	2	5
15	Niger	24	0.1	0.4	84.2	5	6.6	0.3	0.9[c]	9	33
16	Guinea-Bissau	20	0.2	0.8	..	..	..	0.0	0.0[c]	3	8
17	Kenya	12	0.1	0.6	35.0	36	6.0	1.1	3.6[c]	14	37
18	Mali	121	1.1	0.9	40.1	11	3.2	1.4	1.4[c]	3	159
19	Nigeria	156	1.2	0.8	29.7	19	3.2	3.6	1.3[c]	13	28
20	Yemen, Rep.	41	0.0	0.0	..	..	..	3.4	136.0	17	318
21	Burkina Faso	44	0.3	0.7	26.6	12	9.7	0.2	0.5	5	13
22	Mongolia	139	1.3	0.9	61.7	15	3.9	0.6	2.2	30	243
23	India	517	3.4	0.7	143.5	374	4.4	380.0	18.2[c]	18	594
24	Lao PDR	132	1.3	1.0	24.4	17	10.3	1.0	0.4	21	239
25	Togo	14	0.2	1.6	6.5	11	11.4	0.1	0.8[c]	17	11
26	Gambia, The	1	0.0	0.8	0.2	5	2.0	0.0	0.3[c]	2	27
27	Nicaragua	60	1.2	2.1	9.0	59	6.9	0.9	0.5	92	275
28	Zambia	323	3.6	1.1	63.6	21	8.5	0.4	0.3[c]	54	32
29	Tajikistan	..	..	..	0.9	3	0.6	12.6	13.2[c]	123	2,332
30	Benin	49	0.7	1.4	7.8	2	6.9	0.1	0.4[c]	7	19
31	Central African Republic	306	1.3	0.4	61.1	13	9.8	0.1	0.0	5	20
32	Albania	14	0.0	0.0	0.3	11	1.2	0.2	0.9[c]	6	88
33	Ghana	96	1.4	1.4	11.0	9	4.6	0.3	0.6[c]	12	23
34	Pakistan	19	0.8	4.1	37.2	55	4.7	153.4	32.8[c]	21	2,032
35	Mauritania	6	0.0	0.0	17.5	4	1.7	0.7	6.4[c]	59	436
36	Azerbaijan	..	..	..	1.9	12	2.2	15.8	56.4[c]	90	2,158
37	Zimbabwe	89	0.6	0.7	30.7	25	7.9	1.2	6.1[c]	19	117
38	Guinea	67	0.9	1.3	1.6	3	0.7	0.7	0.3	14	126
39	China	1,246	8.8	0.7	580.7	463	6.1	460.0	16.4	28	435
40	Honduras	46	1.1	2.4	8.6	44	7.7	1.5	2.1[c]	12	282
41	Senegal	75	0.5	0.7	21.8	10	11.1	1.4	3.5[c]	10	191
42	Côte d'Ivoire	109	1.2	1.1	19.9	12	6.2	0.7	0.9	15	52
43	Congo	199	0.3	0.2	11.8	10	3.4	0.0	0.0[c]	12	7
44	Kyrgyz Republic	..	..	..	2.8	5	1.4	11.7	24.0	82	2,647
45	Sri Lanka	17	0.3	1.5	8.0	56	12.1	6.3	14.6	10	493
46	Armenia	..	..	..	2.1	4	7.2	3.8	45.8[c]	149	996
47	Cameroon	204	1.2	0.6	20.5	14	4.3	0.4	0.1	17	20
48	Egypt, Arab Rep.	0	0.0	0.0	7.9	12	0.8	56.4	97.1[c]	67	889
49	Lesotho	0	..	..	0.1	1	0.2	0.1	1.0	7	24
50	*Georgia*	..	..	..	1.9	15	2.7	4.0	6.5[c]	156	586
51	*Myanmar*	289	4.0	1.4	1.7	2	0.3	4.0	0.4	7	94
Middle-income economies					**2,984.5 t**	**2,675 t**	**4.9 w**				
Lower-middle-income					**2,161.0 t**	**1,670 t**	**5.4 w**				
52	Bolivia	493	6.3	1.3	92.3	25	8.4	1.2	0.4	20	181
53	Macedonia, FYR	9	0.0	0.1	2.2	16	8.4	..	..	..	..
54	Moldova	..	..	..	0.1	2	0.2	3.7	29.1[c]	60	793
55	Indonesia	1,095	12.1	1.1	185.6	175	9.7	16.6	0.7	12	83
56	Philippines	78	3.2	4.0	6.1	27	2.0	29.5	9.1	123	562
57	Uzbekistan	..	..	..	2.4	10	0.5	82.2	76.4[c]	165	3,956
58	Morocco	90	–1.2	–1.3	3.6	10	0.8	10.9	36.2	23	404
59	Kazakstan	..	..	..	8.9	9	0.3	37.9	30.2[c]	92	2,202
60	Guatemala	42	0.8	1.9	8.3	17	7.6	0.7	0.6	13	127
61	Papua New Guinea	360	1.1	0.3	0.8	5	0.2	0.1	0.0	8	20
62	Bulgaria	37	–0.1	–0.2	3.7	46	3.3	13.9	6.8[c]	43	1,501
63	Romania	63	0.0	0.0	10.9	39	4.6	26.0	12.5[c]	91	1,044
64	Ecuador	120	2.4	2.0	111.1	15	39.2	5.6	1.8	41	541
65	Dominican Republic	11	0.4	3.3	10.5	17	21.5	3.0	14.9	22	423
66	Lithuania	..	..	..	6.3	76	9.7	4.4	19.0[c]	83	1,107
67	El Salvador	1	0.0	2.6	0.1	2	0.2	1.0	5.3	17	228
68	Jordan	1	0.0	–1.0	2.9	10	3.3	0.4	32.1[c]	50	123
69	Jamaica	2	0.3	11.2	0.0	1	0.2	0.3	3.9	11	148
70	Paraguay	129	4.0	3.1	14.8	19	3.6	0.4	0.1[c]	16	93
71	Algeria	41	0.3	0.8	119.2	19	5.0	3.0	20.3[c]	35	125
72	Colombia	541	3.7	0.7	93.6	79	8.2	5.3	0.5	71	103

Note: For data comparability and coverage, see the technical notes.

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		Forest area			Nationally protected areas, 1994[a]			Annual freshwater withdrawal, 1970–94[b]			
		Total area (thousand sq. km) 1990	Ann. deforestation, 1981–90							Per capita (cu. m)	
			Thousand sq. km	As % of total area	Thousand sq. km	Number	As % of total surface area	Total (cu. km)	As % of total water resources	Domestic	Other
73	Tunisia	7	–0.1	–1.8	0.4	7	0.3	2.3	60.5[c]	41	276
74	Ukraine	92	–0.2	–0.3	5.2	20	0.9	34.7	40.0[c]	108	565
75	Namibia	126	0.4	0.3	102.2	12	12.4	0.1	0.3[c]	7	103
76	Peru	679	2.7	0.4	41.8	22	3.2	6.1	15.3	57	243
77	Belarus	63	–0.3	–0.4	2.4	10	1.2	3.0	5.4[c]	94	200
78	Slovak Republic	18	0.0	0.1	10.2	40	20.7	1.8	5.8	..	..
79	Latvia	..	..	..	7.8	45	12.0	0.7	2.2[c]	110	152
80	Costa Rica	14	0.5	3.5	6.4	29	12.5	1.4	1.4	51	749
81	Poland	87	–0.1	–0.1	30.6	111	9.8	12.3	21.9[c]	42	279
82	Thailand	127	5.2	4.0	70.2	111	13.7	31.9	17.8[c]	24	578
83	Turkey	202	0.0	0.0	8.2	44	1.1	33.5	17.3[c]	140	445
84	Croatia	20	0.0	0.1	3.8	29	6.8	..	..	..	..
85	Panama	31	0.6	2.1	13.3	15	17.6	1.3	0.9	91	664
86	Russian Federation	..	..	..	655.4	199	3.8	117.0	2.7[c]	134	656
87	Venezuela	457	6.0	1.3	263.2	100	28.9	4.1	0.3[c]	164	218
88	Botswana	143	0.8	0.5	106.6	9	18.3	0.1	0.6[c]	5	94
89	Estonia	..	..	..	4.4	39	9.8	3.3	21.2[c]	105	1,992
90	*Iran, Islamic Rep.*	180	0.0	0.0	83.0	68	5.0	45.4	38.6	54	1,307
91	*Turkmenistan*	..	..	..	11.1	8	2.3	22.8	52.6[c]	64	6,326
Upper-middle-income					**823.5 t**	**1,005 t**	**4.0 w**				
92	Brazil	5,611	36.7	0.7	321.9	273	3.8	36.5	0.5[c]	54	191
93	South Africa	45	–0.4	–0.8	69.3	237	5.7	14.7	29.3[c]	47	348
94	Mauritius	1	0.0	0.2	0.0	3	2.0	0.4	16.4	66	344
95	Czech Republic	26	0.0	0.0	10.7	34	13.5	2.7	4.7	109	157
96	Malaysia	176	4.0	2.3	14.9	54	4.5	9.4	2.1	177	592
97	Chile	88	–0.1	–0.1	137.2	66	18.1	16.8	3.6	98	1,528
98	Trinidad and Tobago	2	0.0	–1.9	0.2	6	3.1	0.2	2.9	40	108
99	Hungary	17	–0.1	–0.5	5.7	55	6.2	6.8	5.7[c]	59	601
100	Gabon	182	1.2	0.6	10.4	6	3.9	0.1	0.0	41	16
101	Mexico	486	6.8	1.4	97.3	65	5.0	77.6	21.7	54	845
102	Uruguay	7	0.0	–0.6	0.3	8	0.2	0.6	0.5[c]	14	227
103	Oman	41	0.0	0.0	37.4	29	17.6	0.5	24.0	17	547
104	Slovenia	10	0.0	0.0	1.1	10	5.3	..	..	..	..
105	Saudi Arabia	12	0.0	0.0	62.0	10	2.9	3.6	163.6	224	273
106	Greece	60	0.0	0.0	2.2	24	1.7	5.0	8.6[c]	42	481
107	Argentina	592	0.9	0.1	43.7	86	1.6	27.6	2.8[c]	94	949
108	Korea, Rep.	65	0.1	0.1	6.9	28	7.0	27.6	41.8	117	515
Low- and middle-income					**4,991.1 t**	**4,341 t**	**5.0 w**				
Sub-Saharan Africa					**1,361.7 t**	**677 t**	**5.7 w**				
East Asia and Pacific					**997.4 t**	**993 t**	**6.1 w**				
South Asia					**212.6 t**	**520 t**	**4.1 w**				
Europe and Central Asia					**807.0 t**	**940 t**	**3.3 w**				
Middle East and N. Africa					**318.2 t**	**172 t**	**3.2 w**				
Latin America and Caribbean					**1,294.2 t**	**1,039 t**	**6.3 w**				
High-income economies					**4,324.5 t**	**5,508 t**	**13.6 w**				
109	Portugal	31	–0.1	–0.4	5.8	25	6.5	7.3	10.5[c]	111	628
110	New Zealand	75	..	..	61.5	206	22.7	2.0	0.6	271	318
111	Spain	256	0.0	0.0	42.5	215	8.4	30.8	27.6[c]	94	687
112	Ireland	4	0.0	–1.1	0.5	12	0.7	0.8	1.6[c]	37	196
113	†Israel	1	0.0	–0.3	3.1	15	14.6	1.9	84.1[c]	65	345
114	Australia	1,456	0.0	0.0	935.5	892	12.1	14.6	4.3	607	527
115	United Kingdom	24	–0.2	–1.0	51.3	191	20.9	11.8	16.6	41	164
116	Finland	234	–0.1	0.0	27.3	82	8.1	2.2	1.9[c]	53	387
117	Italy	86	..	..	22.8	172	7.6	56.2	33.7[c]	138	848
118	†Kuwait	0	0.0	0.0	0.3	2	1.5	0.5	..	336	189
119	Canada	4,533	..	..	825.5	640	8.3	45.1	1.6	288	1,514
120	†Hong Kong	0	0.0	–0.5	..	..	..	..	..	..	..
121	Netherlands	3	0.0	–0.3	3.9	79	10.4	7.8	8.7[c]	26	492
122	†Singapore	0	0.0	2.5	0.0	1	4.8	0.2	31.7	38	46
123	Belgium	6	0.0	–0.3	0.8	3	2.5	9.0	72.2[c]	101	816
124	France	135	–0.1	–0.1	56.0	110	10.2	37.7	19.1[c]	106	559
125	Sweden	280	–0.1	0.0	29.9	214	6.6	2.9	1.6[c]	123	218
126	Austria	39	–0.1	–0.4	20.0	170	23.9	2.4	2.6[c]	101	203
127	Germany	107	–0.5	–0.4	92.0	504	25.8	46.3	27.1[c]	64	518
128	United States	2,960	3.2	0.1	1,042.4	1,494	11.1	467.3	18.9[c]	244	1,626
129	Norway	96	..	..	55.4	114	17.1	2.0	0.5[c]	98	390
130	Denmark	5	0.0	0.0	13.9	113	32.2	1.2	9.2[c]	70	163
131	Japan	238	0.0	0.0	27.6	80	7.3	90.8	16.6	125	610
132	Switzerland	12	–0.1	–0.6	7.3	109	17.7	1.2	2.4[c]	40	135
133	†*United Arab Emirates*	0	0.0	0.0	..	..	..	0.9	300.0	97	787
World					**9,315.5 t**	**9,849 t**	**7.1 w**				

a. Data may refer to earlier years and are the most recent reported by the World Conservation Monitoring Centre in 1994. b. Refers to any year from 1970 to 1994. c. Total water resources include river flows from other countries.

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Table 11. Growth of the economy

		Average annual growth rate (%)													
		GDP		GDP deflator		Agriculture		Industry		Services[a]		Exports of goods and nonfactor services		Gross domestic investment	
		1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94
Low-income economies		**5.8 w**	**6.2 w**	**13.0 w**	**59.0 w**	**3.5 w**	**2.8 w**	**7.4 w**	**11.0 w**	**6.8 w**	**5.2 w**	**5.7 w**	**10.4 w**	**6.1 w**	**7.9 w**
Excluding China and India		**2.9 w**	**1.4 w**	**24.8 w**	**150.2 w**	**2.0 w**	**1.5 w**	**2.7 w**	**–0.7 w**	**3.7 w**	**2.1 w**	**2.5 w**	**3.0 w**	**–0.4 w**	**–1.8 w**
1	Rwanda	2.3	–15.5	3.3	9.7	0.7	–13.8	1.7	–23.4	4.3	–14.2	4.4	1.2	3.7	–12.3
2	Mozambique	–0.2	7.3	38.4	49.3	1.6	2.4	–9.8	–2.4	2.8	12.7	–5.0	7.2	–2.5	8.6
3	Ethiopia	2.3[b]	..	3.4[b]	..	1.1[b]	..	0.1[b]	..	4.4[b]	..	..	..	..	..
4	Tanzania	3.8	3.1	35.7	20.4	4.9	5.8	3.4	9.7	2.8	–3.1	..	..	..	..
5	Burundi	4.4	–1.4	4.4	7.1	3.1	–3.1	4.5	–3.4	6.3	1.5	4.5	–2.5	4.5	–4.0
6	Sierra Leone	0.9	0.6	56.0	55.9	2.9	0.6	–2.0	7.4	0.7	–2.7	–7.6	5.4	–4.0	1.1
7	Malawi	2.7	–0.7	14.6	22.8	2.0	–0.6	2.9	–0.4	3.0	–1.0	2.5	0.4	–3.9	–14.5
8	Chad[c]	6.3	1.3	1.1	6.6	b	6.9	8.0	–9.9	9.9	1.2	7.7	–15.8	19.0	–2.9
9	Uganda	3.1	5.6	125.6	28.8	2.3	3.3	6.0	9.3	3.5	7.7	2.3	5.3	9.3	2.6
10	Madagascar	1.1	–0.2	17.1	16.8	2.5	1.5	0.9	–0.7	0.5	–1.1	–2.0	4.4	4.9	–7.4
11	Nepal	4.6	4.9	11.1	12.6	4.0	1.3	6.0	10.5	4.8	6.8	0.9	26.8	2.2	6.3
12	Vietnam[c]	..	8.0	..	29.8	..	4.5	..	..	..	..	..	..	..	..
13	Bangladesh[c]	4.3	4.2	9.5	4.1	2.7	1.9	4.9	7.1	5.7	5.0	6.6	11.7	1.4	4.7
14	Haiti	–0.2	–8.1	7.5	20.9	..	..	..	..	..	..	1.2	–19.0	–0.6	–45.7
15	Niger[c]	–1.1	–0.3	2.9	4.7	1.8	–3.5	–3.3	–1.3	–5.2	–2.2	–4.6	–6.7	–5.9	–6.9
16	Guinea-Bissau	4.5	3.6	56.1	53.4	6.7	4.7	0.4	2.3	3.3	2.3	–1.6	–6.2	5.8	0.7
17	Kenya	4.2	0.9	9.0	17.7	3.3	–1.5	3.9	0.9	4.8	2.0	4.3	0.4	0.8	–2.2
18	Mali[c]	1.5	2.0	5.6	8.0	4.3	1.7	2.7	5.3	–1.4	1.1	5.2	3.0	5.4	5.0
19	Nigeria	1.6	2.4	16.6	37.4	3.3	2.2	–1.0	0.3	2.8	4.5	–0.3	1.7	–10.9	–4.6
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	Burkina Faso	3.7	2.5	3.1	4.0	3.1	4.6	3.7	1.4	4.2	1.6	–0.6	–2.4	8.6	–15.1
22	Mongolia[c]	5.5	–4.4	–1.2	157.7	2.9	–4.0	4.6	–7.0	18.5	–4.0	5.2	–13.0	1.7	–20.3
23	India	5.8	3.8	8.0	10.1	3.1	2.9	7.1	3.2	6.9	4.6	5.9	13.6	6.5	1.2
24	Lao PDR[c]	..	6.2	..	8.8	..	..	..	..	..	..	..	8.3	..	..
25	Togo[c]	1.8	–3.4	4.7	5.7	5.6	3.3	1.1	–6.0	–0.3	–8.6	0.6	–13.6	2.1	–34.3
26	Gambia, The	3.4	1.4	18.7	5.6	0.4	–0.5	6.0	–0.8	4.8	2.4	0.6	–5.6	0.8	3.0
27	Nicaragua[c]	–2.0	0.5	422.6	148.6	–2.2	0.3	–1.7	–4.4	–2.0	2.2	–3.8	3.8	–4.7	2.8
28	Zambia[c]	0.8	–0.1	42.4	124.2	3.6	2.1	1.0	–1.3	0.1	0.4	–3.3	13.7	–2.7	–16.9
29	Tajikistan	2.9	–22.5	0.5	522.3	–1.4	..	3.6	..	5.9	..	..	..	4.2	..
30	Benin[c]	2.6	4.1	1.6	7.9	5.1	4.9	2.1	3.5	1.2	3.5	–2.2	1.9	–6.2	12.1
31	Central African Republic	1.7	–0.1	5.6	6.2	2.7	1.5	3.1	–4.6	0.5	–2.9	–3.7	4.4	4.8	–8.7
32	Albania	1.5	–4.2	–0.4	101.6	2.4	6.4	3.2	–21.8	–2.4	4.3	–2.6	–6.6	–0.3	–11.3
33	Ghana[c]	3.0	4.3	42.4	20.7	1.0	1.8	3.3	4.3	6.4	7.3	2.5	7.5	4.5	–3.9
34	Pakistan	6.3	4.6	6.7	10.8	4.3	2.7	7.3	6.3	6.9	4.7	8.1	11.3	5.9	4.7
35	Mauritania	1.7	3.6	8.6	7.6	1.7	5.3	4.9	2.0	0.3	3.3	3.4	–3.8	–4.1	3.2
36	Azerbaijan[c]	2.1	–22.9	..	696.6	–1.4	..	2.8	..	4.2	..	..	..	0.4	..
37	Zimbabwe	3.5	1.1	11.5	27.0	2.4	1.6	3.6	–3.6	3.9	1.3	5.4	4.5	1.3	0.2
38	Guinea	..	3.5	..	11.7	..	4.3	..	1.9	..	4.3	..	0.5	..	–1.1
39	China[c]	10.2	12.9	5.8	10.8	5.9	4.1	11.1	18.8	13.6	9.9	11.5	16.0	11.0	15.4
40	Honduras	2.7	3.8	5.7	16.9	2.7	3.4	3.3	6.0	2.5	1.5	1.1	1.4	2.9	12.6
41	Senegal[c]	3.2	0.0	6.4	7.1	2.9	–4.9	3.8	1.1	3.1	1.2	2.8	1.4	3.6	–0.1
42	Côte d'Ivoire	–0.1	–0.2	3.1	6.8	–0.5	–0.9	4.4	0.2	–1.4	0.1	–1.0	–1.2	–10.8	1.4
43	Congo[c]	3.6	–0.1	0.3	2.1	3.4	–2.8	5.2	3.4	2.6	–2.6	4.8	5.7	–11.9	–6.7
44	Kyrgyz Republic	4.2	–16.9	0.1	454.9	2.2	..	..	..	..	..	..	..	2.5	16.0
45	Sri Lanka	4.2	5.4	10.9	9.5	2.2	2.0	4.6	7.5	5.0	5.8	3.7	10.7	1.7	10.8
46	Armenia	3.3	–27.8	0.3	967.0	–3.9	–1.9	5.1	–36.7	4.4	–28.7	..	..	6.2	–25.0
47	Cameroon[c]	1.9	–4.1	5.7	2.7	1.2	–1.2	3.7	–6.9	1.0	–3.9	9.1	–0.6	–0.8	–10.0
48	Egypt, Arab Rep.	5.0	1.1	11.7	14.9	1.5	1.8	2.6	0.1	7.5	1.2	6.1	–1.5	2.7	–2.7
49	Lesotho	4.3	6.1	13.6	11.9	2.6	–2.3	7.2	11.4	3.6	4.7	4.1	10.6	6.9	10.4
50	*Georgia*	0.5	–31.2	1.9	2,707.1	0.7	–31.5	1.8	–38.8	–1.3	–26.6	..	..	..	..
51	*Myanmar*	0.6	5.7	12.2	24.4	0.5	5.1	0.5	9.4	0.7	5.5	1.9	13.6	–4.1	9.4
Middle-income economies		**2.2 w**	**0.2 w**	**57.3 w**	**334.6 w**	**..**	**0.9 w**	**..**	**1.3 w**	**..**	**3.7 w**	**..**	**..**	**..**	**2.1 w**
Lower-middle-income		**2.2 w**	**–2.3 w**	**15.5 w**	**326.4 w**	..	..	..	..	..	..	..	..	..	..
52	Bolivia[c]	..	3.8	317.4	10.9	2.0	..	–2.9	..	–0.1	..	3.5	6.1	–9.9	5.8
53	Macedonia, FYR	..	..	..	..	..	..	..	..	..	..	..	..	..	..
54	Moldova	..	..	..	..	..	..	..	..	..	..	..	..	..	..
55	Indonesia[c]	6.1	7.6	8.5	7.4	3.4	3.0	6.9	9.8	7.0	7.6	2.9	10.8	7.0	7.5
56	Philippines[c]	1.0	1.6	14.9	9.6	1.0	1.6	–0.9	0.9	2.8	2.1	3.5	8.0	–2.1	2.3
57	Uzbekistan	3.4	–5.0	–0.7	628.7	–0.1	–0.7	4.3	–6.7	5.4	–6.3	..	..	0.4	–9.1
58	Morocco[c]	4.2	1.7	7.2	4.4	6.7	–1.5	3.0	0.3	4.2	3.4	5.6	2.1	2.5	–2.7
59	Kazakstan	1.5	–14.3	2.8	976.5	..	..	..	..	..	..	..	..	1.9	–26.0
60	Guatemala[c]	0.8	4.1	14.6	15.5	2.3	2.5	2.1	4.2	2.1	4.9	–2.1	5.2	–1.8	10.7
61	Papua New Guinea[c]	1.9	11.5	5.3	3.8	1.8	5.3	1.9	24.3	0.7	..	3.3	18.3	–0.9	–4.1
62	Bulgaria	4.0	–5.9	1.2	90.0	–2.1	–2.9	5.2	–9.3	4.8	–0.6	–3.5	–5.3	2.4	–10.1
63	Romania	0.6	–3.7	2.5	191.9	..	–2.3	..	–5.1	..	–3.1	..	..	..	–13.1
64	Ecuador[c]	2.0	3.5	36.4	41.0	4.4	2.0	1.2	5.2	1.8	2.9	5.4	7.5	–3.8	5.9
65	Dominican Republic[c]	2.7	4.2	21.5	13.6	0.4	3.0	2.2	3.7	3.7	4.6	2.8	5.2	3.7	7.0
66	Lithuania[c]	2.3	–20.3	3.5	390.6	..	..	..	..	..	..	..	..	..	..
67	El Salvador[c]	0.2	6.2	16.4	11.4	–1.1	1.0	0.1	4.2	0.7	8.8	–3.4	12.1	2.2	16.0
68	Jordan	–1.5	8.2	7.0	4.7	13.2	10.2	–1.3	7.9	–7.3	7.9	14.0	3.3	7.3	6.5
69	Jamaica[c]	2.0	3.5	18.6	42.8	0.6	8.3	2.4	–0.5	1.9	6.0	5.4	–1.0	–0.1	5.8
70	Paraguay[c]	2.5	2.9	24.4	19.3	3.6	1.4	–0.3	1.9	3.4	4.1	11.5	13.5	–0.8	1.2
71	Algeria	2.9	–0.6	7.8	27.1	4.5	–0.2	1.7	–0.8	3.3	–0.6	4.1	–0.4	–2.3	–6.8
72	Colombia	3.7	4.3	24.6	23.8	2.9	1.4	5.0	3.0	3.1	6.4	7.5	5.9	0.5	21.2

Note: For data comparability and coverage, see the technical notes.

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		Average annual growth rate (%)													
		GDP		GDP deflator		Agriculture		Industry		Services[a]		Exports of goods and nonfactor services		Gross domestic investment	
		1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94	1980–90	1990–94
73	Tunisia	3.3	4.5	7.5	5.5	2.8	0.5	3.1	4.0	3.5	5.9	5.6	5.9	–1.8	2.3
74	Ukraine[c]	..	–14.4	..	1,169.1	..	–8.5	..	–19.4	..	–11.3	..	..	..	..
75	Namibia	1.1	4.1	13.6	9.5	1.8	6.8	–1.1	2.9	2.2	4.1	0.2	6.1	11.9	–2.8
76	Peru[c]	–0.2	4.2	229.6	83.0	..	..	..	..	..	..	–1.7	7.4	–4.2	10.7
77	Belarus	4.8	–10.5	0.6	905.5	1.8	–6.8	6.2	–5.3	4.9	–11.1	..	..	4.4	–5.3
78	Slovak Republic[c]	1.9	–5.4	1.8	17.0	0.6	–2.6	2.2	–11.8	1.7	3.4	..	..	4.4	–20.5
79	Latvia	3.5	–17.7	0.0	205.1	2.3	–19.1	4.3	–35.7	3.1	–8.0	..	..	..	..
80	Costa Rica[c]	3.0	5.6	23.5	18.8	3.1	3.8	2.8	6.1	3.1	6.0	6.1	10.7	5.3	10.6
81	Poland	1.7	1.6	53.9	36.9	0.7	–3.0	0.1	1.2	2.2	2.6	4.5	6.3	0.9	–3.3
82	Thailand[c]	7.6	8.2	3.9	4.4	4.0	3.1	9.9	10.9	7.3	7.4	14.0	14.6	9.4	9.3
83	Turkey	5.6	3.2	48.4	71.7	4.4	0.8	6.4	4.3	5.5	3.3	16.6	7.7	5.3	2.2
84	Croatia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
85	Panama[c]	0.3	7.0	2.4	1.6	..	5.1	..	18.6	..	5.5	..	4.9	..	19.6
86	Russian Federation	1.9	–10.6	3.2	616.7	..	..	..	..	..	..	..	..	..	..
87	Venezuela[c]	1.1	3.2	19.3	34.2	3.0	2.3	0.5	4.1	1.1	2.6	2.8	5.0	–5.3	6.9
88	Botswana[c]	10.3	4.4	13.1	8.4	2.2	0.6	11.4	1.7	11.0	7.9	..	..	..	..
89	Estonia[c]	0.2	–11.6	4.4	208.4	–1.9	–9.3	1.6	–19.4	–0.5	–27.1	..	..	0.5	–33.8
90	*Iran, Islamic Rep.*	1.5	5.2	14.6	30.3	4.5	5.8	3.3	4.5	–0.3	5.4	6.9	9.0	–2.5	–7.8
91	*Turkmenistan*	3.6	–5.2	0.7	545.8	1.2	..	2.7	..	7.2	..	..	..	3.6	..
Upper-middle-income		**2.2 w**	**3.4 w**	**121.5 w**	**347.1 w**	**2.5 w**	**0.9 w**	**2.1 w**	**2.6 w**	**2.7 w**	**4.4 w**	**7.1 w**	**7.8 w**	**0.7 w**	**5.7 w**
92	Brazil	2.7	2.2	284.5	1,231.5	2.8	3.2	2.0	0.8	3.5	3.2	7.5	9.0	0.2	1.8
93	South Africa	1.3	–0.1	14.8	11.9	3.0	–2.3	–1.1	–1.2	2.9	0.6	1.9	2.3	–4.8	2.4
94	Mauritius	6.5	5.3	8.7	7.2	2.6	–2.1	9.2	6.0	5.3	6.4	10.4	4.6	11.8	5.5
95	Czech Republic[c]	1.7	–4.7	1.5	21.3	..	..	..	..	..	..	..	..	2.3	–6.6
96	Malaysia[c]	5.2	8.4	1.7	3.7	3.8	2.8	7.2	9.8	4.3	9.1	10.9	12.9	2.6	14.9
97	Chile[c]	4.1	7.5	20.9	15.3	5.6	4.0	3.7	7.5	4.2	9.7	7.0	9.0	9.6	12.9
98	Trinidad and Tobago	–2.5	0.3	4.1	6.4	–5.8	0.9	–5.5	–0.5	1.3	0.9	8.9	12.1	–10.1	–0.6
99	Hungary[c]	1.6	–2.0	8.6	22.4	0.6	–9.4	–2.6	–1.1	4.8	–0.5	4.0	–5.9	–0.4	3.2
100	Gabon[c]	0.5	–2.1	1.9	10.5	1.7	–0.3	1.0	2.8	–0.3	–9.2	2.8	4.5	–4.6	–2.8
101	Mexico[c]	1.0	2.5	70.4	13.1	0.6	1.1	1.0	2.5	1.1	2.7	6.6	4.0	–3.1	6.5
102	Uruguay[c]	0.4	4.4	61.3	60.0	0.1	3.3	–0.2	–2.6	0.9	8.5	4.3	8.4	–7.8	11.6
103	Oman[c]	8.3	6.7	–3.6	–3.4	7.9	2.1	10.3	6.2	6.0	11.4	..	..	..	..
104	Slovenia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
105	Saudi Arabia[c]	–1.2	1.9	–3.7	0.4	13.4	..	–2.3	..	–1.2	..	..	..	..	..
106	Greece	1.7	1.4	17.9	13.7	–0.1	3.3	1.3	–1.1	2.3	2.3	7.1	10.4	–0.9	1.2
107	Argentina	–0.3	7.6	389.1	27.6	0.9	1.2	–0.9	8.0	0.0	8.4	3.7	2.7	–4.7	22.0
108	Korea, Rep.[c]	9.4	6.6	5.9	6.3	2.8	1.8	13.1	6.1	8.2	7.5	12.0	10.6	11.9	4.3
Low- and middle-income		**3.1 w**	**1.9 w**	**45.7 w**	**262.4 w**	**3.1 w**	**1.9 w**	**3.9 w**	**4.6 w**	**3.8 w**	**4.0 w**	**7.3 w**	..	**2.3 w**	..
Sub-Saharan Africa		**1.7 w**	**0.9 w**	**18.8 w**	**39.2 w**	**1.8 w**	**0.7 w**	**0.5 w**	**–0.2 w**	**2.4 w**	**0.9 w**	**1.8 w**	**2.1 w**	**–4.1 w**	**–0.4 w**
East Asia and Pacific		**7.9 w**	**9.4 w**	**9.3 w**	**9.9 w**	**4.4 w**	**3.6 w**	**9.7 w**	**13.4 w**	**8.6 w**	**8.0 w**	**9.7 w**	**12.7 w**	**9.1 w**	**10.6 w**
South Asia		**5.7 w**	**3.9 w**	**8.0 w**	**9.9 w**	**3.2 w**	**2.7 w**	**6.9 w**	**3.8 w**	**6.8 w**	**4.6 w**	**6.1 w**	**13.1 w**	**6.1 w**	**1.8 w**
Europe and Central Asia		**2.3 w**	**–7.5 w**	**9.8 w**	**528.9 w**	..	..	..	..	..	..	..	..	..	..
Middle East and N. Africa		**0.2 w**	**2.3 w**	**8.2 w**	**15.9 w**	**4.5 w**	..	**1.0 w**	..	**1.3 w**	..	..	..	..	..
Latin America and Caribbean		**1.7 w**	**3.6 w**	**179.4 w**	**482.8 w**	**2.0 w**	**2.3 w**	**1.3 w**	**2.9 w**	**2.1 w**	**4.4 w**	**5.4 w**	**6.3 w**	**–1.5 w**	**7.9 w**
High-income economies		**3.2 w**	**1.7 w**	**4.7 w**	**2.5 w**	**2.3 w**	..	**3.2 w**	..	**3.2 w**	..	**5.1 w**	..	**4.1 w**	..
109	Portugal[c]	2.9	0.6	18.1	10.1	..	..	..	..	..	..	8.7	*1.0*	2.6	*2.7*
110	New Zealand[c]	1.9	3.0	10.8	1.2	4.1	..	1.3	..	1.8	..	4.1	*5.4*	4.4	*2.4*
111	Spain[c]	3.2	0.7	9.3	5.6	..	*–1.0*	..	..	..	..	5.7	*7.8*	5.7	*–5.4*
112	Ireland	3.3	4.5	6.3	2.0	..	..	..	..	..	..	8.9	*9.7*	–0.4	*–10.8*
113	†Israel	3.5	6.2	101.4	12.9	..	..	..	..	..	..	5.5	9.2	2.1	12.2
114	Australia[c]	3.5	3.4	7.3	1.2	3.3	*–0.1*	2.6	*–0.2*	4.0	*2.8*	7.0	*7.6*	2.6	*0.9*
115	United Kingdom	3.2	0.8	5.7	4.0	..	..	..	..	..	..	3.9	*1.9*	6.4	*–2.0*
116	Finland	3.3	–2.2	6.8	1.9	–0.2	*–2.6*	3.3	*–4.0*	3.7	*–4.2*	2.2	*6.6*	3.0	*–19.5*
117	Italy[c]	2.4	0.7	9.9	4.9	0.6	*2.1*	2.2	*–0.5*	2.7	*0.9*	4.1	*5.2*	2.1	*–5.9*
118	†Kuwait[c]	0.9	..	–2.4	..	14.7	..	1.0	..	0.9	..	–2.3	..	–4.5	..
119	Canada	3.4	1.4	4.4	1.4	1.5	*–1.2*	2.9	*–0.9*	3.6	*1.0*	6.0	*6.5*	5.2	*–1.3*
120	†Hong Kong	6.9	5.7	7.7	8.9	..	..	..	..	..	..	14.4	14.3	4.0	9.1
121	Netherlands[c]	2.1	1.5	1.7	2.2	..	*2.6*	..	*–0.4*	..	*1.9*	4.6	*3.0*	3.3	*–2.8*
122	†Singapore[c]	6.4	8.3	2.0	3.7	–6.2	–1.3	5.4	8.7	7.2	8.1	10.0	12.3	3.7	6.1
123	Belgium[c]	1.9	0.9	4.4	3.3	1.8	*7.7*	2.2	..	1.8	..	4.6	*2.8*	3.2	*–1.7*
124	France[c]	2.4	0.8	6.0	2.3	2.0	*0.4*	1.1	*–1.0*	3.0	*1.1*	3.7	*3.8*	2.8	*–6.3*
125	Sweden	2.3	–1.0	7.4	3.2	1.5	*–1.9*	2.8	*–2.7*	2.1	*–1.2*	4.3	*2.4*	4.3	*–13.3*
126	Austria[c]	2.1	1.6	3.7	3.8	1.1	*–2.8*	1.9	*0.9*	2.3	*2.2*	4.6	*2.6*	2.5	*0.9*
127	Germany[d]	2.2	1.1	2.6	3.8	1.7	..	1.2	..	2.9	..	4.4	*–3.0*	2.0	*–1.8*
128	United States[c]	3.0	2.5	4.1	2.4	4.0	..	2.8	..	3.1	..	5.2	*6.7*	3.4	*4.1*
129	Norway	2.9	3.3	5.5	0.5	0.9	..	3.5	..	2.6	..	5.0	*7.2*	0.6	*–0.4*
130	Denmark	2.4	1.8	5.5	1.7	3.1	*1.3*	2.9	*0.4*	2.1	*1.5*	4.4	*2.7*	4.0	*–6.9*
131	Japan[c]	4.1	1.2	1.5	1.1	1.1	*–2.8*	4.9	*0.7*	3.7	*2.6*	4.8	*4.0*	5.7	*–0.4*
132	Switzerland[c]	2.2	0.1	3.7	2.8	..	..	..	..	..	..	3.4	*1.5*	4.8	*–7.3*
133	†*United Arab Emirates*	–2.0	..	0.7	..	9.6	9.3	–4.2	–1.8	2.0	..	..	..	–8.7	..
World		**3.1 w**	**1.8 w**	**14.8 w**	**66.2 w**	**2.8 w**	..	**3.4 w**	..	**3.3 w**	..	**5.3 w**	..	**3.7 w**	..

a. Services include unallocated items. b. Includes Eritrea. c. GDP components are at purchaser values. d. Data prior to 1990 refer to the Federal Republic of Germany before unification.

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Table 12. Structure of the economy: production

		GDP (million $)		Distribution of gross domestic product (%)							
				Agriculture		Industry		(Manufacturing[a])		Services[b]	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
Low-income economies		**751,872 t**	**1,208,422 t**	**34 w**	**28 w**	**32 w**	**34 w**	**21 w**	**25 w**	**32 w**	**36 w**
Excluding China and India		**377,855 t**	**392,644 t**	..	**38 w**	..	**21 w**	..	**13 w**	..	**39 w**
1	Rwanda	1,163	585	50	51	23	9	17	3	27	40
2	Mozambique	2,028	1,467	37	33	31	12	..	..	32	55
3	Ethiopia[c]	*5,179*	4,688	*56*	57	*12*	10	*6*	3	*31*	32
4	Tanzania	*5,702*	3,378	*46*	57	*18*	17	*11*	8	*37*	26
5	Burundi	920	1,001	62	53	13	18	7	12	25	29
6	Sierra Leone	1,100	843	33	47	22	18	6	2	45	35
7	Malawi	1,238	1,302	37	31	19	21	12	14	44	47
8	Chad[d]	727	910	54	*44*	12	*22*	..	*16*	34	*35*
9	Uganda	1,267	4,001	72	49	4	14	4	7	23	37
10	Madagascar	4,042	1,918	30	35	16	13	..	..	54	52
11	Nepal	1,946	4,048	62	44	12	21	4	9	26	35
12	Vietnam[d]	..	15,570	..	28	..	30	..	22	..	43
13	Bangladesh[d]	12,950	26,164	50	30	16	18	11	10	34	52
14	Haiti	1,462	1,623	..	44	..	12	..	9	..	44
15	Niger[d]	2,538	1,540	43	*39*	23	*18*	4	7	35	*44*
16	Guinea-Bissau	105	243	44	45	20	18	..	7	36	37
17	Kenya	7,265	6,860	33	29	21	17	13	11	47	54
18	Mali[d]	1,629	1,871	58	*42*	9	*15*	4	*9*	32	*42*
19	Nigeria	93,082	35,200	27	43	40	32	8	7	32	25
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	..
21	Burkina Faso	1,709	1,856	33	34	22	27	16	21	45	39
22	Mongolia[d]	2,329	741	*14*	21	*28*	45	..	..	57	34
23	India	172,321	293,606	38	30	26	28	18	18	36	42
24	Lao PDR[d]	..	1,534	..	*51*	..	*18*	..	*13*	..	*31*
25	Togo[d]	1,136	981	27	38	25	21	8	9	48	41
26	Gambia, The	233	363	30	28	16	15	7	7	53	58
27	Nicaragua[d]	2,144	1,833	23	33	31	20	26	16	45	46
28	Zambia[d]	3,884	3,481	14	31	41	35	18	23	44	34
29	Tajikistan	..	2,009	..	..	..	..	..	..	..	..
30	Benin[d]	1,405	1,522	35	34	12	12	8	7	52	53
31	Central African Republic	797	872	40	44	20	13	7	..	40	43
32	Albania	1,636	1,808	28	55	37	22	..	..	35	23
33	Ghana[d]	4,445	5,421	58	46	12	16	8	8	30	39
34	Pakistan	23,690	52,011	30	25	25	25	16	18	46	50
35	Mauritania	709	1,027	30	*27*	26	*30*	..	*12*	44	*43*
36	Azerbaijan[d]	..	3,541	22	*27*	47	*32*	39	*44*	31	*41*
37	Zimbabwe	5,355	5,432	14	*15*	34	*36*	25	*30*	52	*48*
38	Guinea	..	3,395	..	24	..	31	..	5	..	45
39	China[d]	201,696	522,172	30	21	49	47	41	37	21	32
40	Honduras	2,566	3,333	24	20	24	32	15	18	52	48
41	Senegal[d]	3,016	3,881	19	17	25	20	15	14	57	63
42	Côte d'Ivoire	10,175	6,716	31	41	24	26	15	26	45	32
43	Congo[d]	1,706	1,578	12	10	47	44	7	7	42	46
44	Kyrgyz Republic	..	2,666	..	37	..	30	..	..	..	33
45	Sri Lanka	4,024	11,712	28	24	30	25	18	16	43	51
46	Armenia	..	2,607	44	49	..	30	..	..	..	26
47	Cameroon[d]	7,499	7,470	28	32	26	28	8	12	46	41
48	Egypt, Arab Rep.	22,912	42,923	18	20	37	21	12	15	45	59
49	Lesotho	368	886	24	14	29	46	7	17	47	40
50	*Georgia*	..	2,063	..	61	..	23	..	17	..	16
51	*Myanmar*	..	..	47	63	13	9	10	7	41	28
Middle-income economies		**2,477,885 t**	**4,069,532 t**	..	**10 w**	..	**36 w**	..	**20 w**	..	**52 w**
Lower-middle-income		..	**1,783,221 t**	..	**13 w**	..	**36 w**	..	..	..	**49 w**
52	Bolivia[d]	3,074	5,506	18	..	35	..	15	..	47	..
53	Macedonia, FYR	..	1,678	..	..	..	..	..	..	..	..
54	Moldova	..	3,672	..	48	..	28	..	25	..	25
55	Indonesia[d]	78,013	174,640	24	17	42	41	13	24	34	42
56	Philippines[d]	32,500	64,162	25	22	39	33	26	23	36	45
57	Uzbekistan	..	21,508	28	33	37	34	27	18	35	34
58	Morocco[d]	18,821	30,803	18	21	31	30	17	17	51	49
59	Kazakstan	..	18,167	..	44	..	35	..	..	..	21
60	Guatemala[d]	7,879	12,919	..	25	..	19	..	..	..	56
61	Papua New Guinea[d]	2,548	5,403	33	28	27	38	10	8	40	33
62	Bulgaria	20,040	10,199	14	13	54	35	..	..	32	53
63	Romania	..	30,086	..	21	..	33	..	..	..	46
64	Ecuador[d]	11,733	16,556	12	12	38	38	18	21	50	50
65	Dominican Republic[d]	6,631	10,416	20	15	28	22	15	15	52	63
66	Lithuania[d]	..	5,224	19	*21*	53	*41*	..	..	29	*38*
67	El Salvador[d]	3,574	8,116	38	14	22	24	16	..	40	62
68	Jordan	..	6,105	..	8	..	27	..	*14*	..	65
69	Jamaica[d]	2,679	4,241	8	8	38	37	17	17	54	54
70	Paraguay[d]	4,579	7,826	29	24	27	22	16	16	44	54
71	Algeria	42,347	41,941	10	12	54	44	9	11	36	44
72	Colombia	33,399	67,266	19	*14*	32	*32*	23	*18*	49	*54*

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Distribution of gross domestic product (%)									
		GDP (million $)		Agriculture		Industry		(Manufacturing[a])		Services[b]	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
73	Tunisia	8,743	15,770	16	15	36	32	14	20	48	53
74	Ukraine	..	91,307	..	19	..	50	..	38	..	31
75	Namibia	2,190	2,884	12	14	53	29	5	9	35	56
76	Peru[d]	20,661	50,077	10	7	42	37	20	23	48	56
77	Belarus[d]	..	20,287	18	*17*	53	*54*	45	*44*	29	*29*
78	Slovak Republic[d]	12,027	12,370	7	7	63	36	..	..	30	57
79	Latvia	..	5,817	..	9	..	34	..	20	..	57
80	Costa Rica[d]	4,831	8,281	18	15	27	24	19	19	55	61
81	Poland	57,068	92,580	..	6	..	40	..	..	..	54
82	Thailand[d]	32,354	143,209	23	10	29	39	22	29	48	50
83	Turkey	56,919	131,014	23	16	30	31	21	20	47	52
84	Croatia	..	14,017	..	13	..	25	..	20	..	62
85	Panama[d]	3,592	6,975	..	11	..	16	..	..	..	73
86	Russian Federation	..	376,555	9	7	54	38	..	31	37	55
87	Venezuela[d]	69,377	58,257	5	5	46	42	16	14	49	53
88	Botswana[d]	971	4,011	13	5	44	49	4	4	43	46
89	Estonia[d]	..	4,578	14	*10*	49	*36*	42	*25*	37	55
90	*Iran, Islamic Rep.*	92,664	63,716	18	21	32	37	9	14	50	42
91	*Turkmenistan*	..	*5,156*	..	..	..	..	..	..	..	..
Upper-middle-income		**1,054,324 t**	**2,264,369 t**	**8 w**	**8 w**	**47 w**	**37 w**	**22 w**	**20 w**	**43 w**	**53 w**
92	Brazil	236,995	554,587	11	13	44	39	33	25	45	49
93	South Africa	78,743	121,888	7	5	50	31	23	23	43	65
94	Mauritius	1,132	3,385	12	9	26	33	15	22	62	58
95	Czech Republic[d]	29,123	36,024	7	6	63	39	..	..	30	55
96	Malaysia[d]	24,488	70,626	22	14	38	43	21	32	40	42
97	Chile[d]	27,572	51,957	7	..	37	..	21	..	55	..
98	Trinidad and Tobago	6,236	4,792	2	3	60	46	9	10	38	51
99	Hungary[d]	22,163	41,374	..	7	..	33	..	23	..	60
100	Gabon[d]	4,279	3,945	7	8	60	52	5	11	33	40
101	Mexico[d]	194,905	377,115	8	8	33	28	22	20	59	64
102	Uruguay[d]	10,133	15,539	14	8	34	23	26	17	53	69
103	Oman[d]	5,982	11,628	3	*3*	69	53	1	*4*	28	*44*
104	Slovenia	..	14,037	..	5	..	38	..	29	..	57
105	Saudi Arabia[d]	156,487	117,236	1	..	81	..	5	..	18	..
106	Greece	40,147	77,721	20	*16*	35	*31*	22	*18*	44	53
107	Argentina	76,962	281,922	6	5	41	30	29	20	52	65
108	Korea, Rep.[d]	63,661	376,505	15	*7*	40	*43*	29	*29*	45	*50*
Low- and middle-income		**3,222,247 t**	**5,276,483 t**	**..**	**14 w**	**..**	**36 w**	**..**	**21 w**	**..**	**48 w**
Sub-Saharan Africa		**297,077 t**	**277,021 t**	**24 w**	**20 w**	**36 w**	**30 w**	**13 w**	**15 w**	**38 w**	**48 w**
East Asia and Pacific		**524,972 t**	**1,520,558 t**	**27 w**	**18 w**	**39 w**	**42 w**	**28 w**	**30 w**	**32 w**	**41 w**
South Asia		**219,283 t**	**394,958 t**	**39 w**	**29 w**	**24 w**	**26 w**	**16 w**	**15 w**	**35 w**	**43 w**
Europe and Central Asia		**..**	**1,029,958 t**	**..**	**..**	**..**	**..**	**..**	**..**	**..**	**..**
Middle East and N. Africa		**463,036 t**	**425,707 t**	**9 w**	**..**	**57 w**	**..**	**7 w**	**10 w**	**32 w**	**..**
Latin America and Caribbean		**762,475 t**	**1,624,083 t**	**10 w**	**10 w**	**38 w**	**33 w**	**25 w**	**21 w**	**50 w**	**55 w**
High-income economies		**7,685,574 t**	**20,120,240 t**	**3 w**	**..**	**36 w**	**..**	**23 w**	**..**	**59 w**	**..**
109	Portugal[d]	28,526	87,257	..	..	..	..	..	..	..	..
110	New Zealand[d]	22,469	50,777	11	..	31	..	22	..	58	..
111	Spain[d]	211,542	482,841	..	*3*	..	..	..	*17*	..	..
112	Ireland	20,231	52,060	..	*8*	..	*9*	..	*3*	..	*83*
113	† Israel	22,690	77,777	..	..	..	..	..	..	..	..
114	Australia[d]	159,728	331,990	5	*5*	36	*30*	19	*15*	58	*65*
115	United Kingdom	537,383	1,017,306	*2*	*2*	43	*32*	27	*22*	55	*66*
116	Finland	51,306	97,961	10	5	40	*32*	28	*24*	51	*63*
117	Italy[d]	452,648	1,024,634	6	*3*	39	*31*	28	*20*	55	*66*
118	† Kuwait[d]	28,639	24,289	0	0	75	53	6	11	25	47
119	Canada	263,192	542,954	4	..	36	..	20	..	60	..
120	† Hong Kong	28,496	131,881	1	*0*	31	*18*	23	*11*	68	*82*
121	Netherlands[d]	172,280	329,768	..	*3*	..	*27*	..	*18*	..	*70*
122	† Singapore[d]	11,718	68,949	1	0	38	36	29	27	61	64
123	Belgium[d]	118,021	227,550	2	*2*	34	..	24	..	64	..
124	France[d]	664,595	1,330,381	4	*2*	34	*28*	24	*20*	62	*70*
125	Sweden	125,557	196,441	4	*2*	34	*30*	25	*20*	62	*68*
126	Austria[d]	76,882	196,546	4	*2*	40	*34*	28	*25*	56	*64*
127	Germany	..	2,045,991	..	*1*	..	..	..	*29*	..	..
128	United States[d]	2,708,147	6,648,013	3	..	34	..	22	..	64	..
129	Norway	57,711	109,568	4	..	40	..	16	..	57	..
130	Denmark	66,322	146,076	6	*4*	30	*27*	20	*19*	65	69
131	Japan[d]	1,059,257	4,590,971	4	*2*	42	*40*	29	*27*	54	*58*
132	Switzerland[d]	101,646	260,352	..	..	..	..	..	..	..	..
133	† *United Arab Emirates*	29,625	*35,405*	1	*2*	77	*57*	4	*8*	22	*40*
World		**10,759,322 t**	**25,223,462 t**	**8 w**	**..**	**37 w**	**..**	**22 w**	**..**	**53 w**	**..**

a. Because manufacturing is generally the most dynamic part of the industrial sector, its share is shown separately. b. Services, etc., include unallocated items. c. Data prior to 1992 include Eritrea. d. GDP components are at purchaser values.

Table 13. Structure of the economy: demand

		Distribution of gross domestic product (%)											
		General govt. consumption		Private consumption, etc.		Gross domestic investment		Gross domestic saving		Exports of goods and nonfactor services		Resource balance	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
Low-income economies		**12 w**	**12 w**	**66 w**	**62 w**	**24 w**	**30 w**	**22 w**	**28 w**	**13 w**	**19 w**	**–3 w**	**–2 w**
Excluding China and India		**11 w**	**10 w**	**71 w**	**79 w**	**20 w**	**17 w**	**18 w**	**11 w**	**20 w**	**17 w**	**–4 w**	**–6 w**
1	Rwanda	12	11	83	158	16	6	4	–69	14	8	–12	–75
2	Mozambique	21	20	78	75	22	60	1	5	20	23	–22	–55
3	Ethiopia	*14*[a]	12	*83*[a]	85	*9*[a]	15	*3*[a]	3	*11*[a]	12	*–6*[a]	–12
4	Tanzania	*12*	8	*69*	88	*29*	31	19	3	*14*	24	*–10*	–28
5	Burundi	9	11	92	99	14	9	–1	–10	9	14	–15	–19
6	Sierra Leone	8	12	92	83	16	9	–1	4	24	17	–17	–5
7	Malawi	19	22	70	79	25	16	11	–1	25	29	–14	–16
8	Chad	*8*	*17*	*99*	*93*	*4*	*9*	–6	*–10*	*9*	*13*	*–10*	*–19*
9	Uganda	*11*	10	*89*	85	6	14	0	4	19	8	–6	–10
10	Madagascar	12	7	89	91	15	12	–1	2	13	22	–16	–10
11	Nepal	7	9	82	78	18	21	11	12	12	24	–7	–8
12	Vietnam	..	9	..	77	..	24	..	13	..	23	..	–11
13	Bangladesh	6	7	92	85	15	14	2	8	6	12	–13	–6
14	Haiti	10	6	82	101	17	2	8	–7	22	4	–9	–9
15	Niger	10	*17*	67	*82*	37	6	23	*1*	24	*13*	–14	*–4*
16	Guinea-Bissau	29	8	77	90	30	20	–6	2	8	19	–36	–18
17	Kenya	20	15	62	62	29	21	18	24	28	39	–11	3
18	Mali	10	12	91	82	17	26	–2	6	16	21	–19	–21
19	Nigeria	12	10	56	79	22	10	32	11	29	22	10	1
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	..	..	..
21	Burkina Faso	10	16	95	78	17	22	–6	6	10	14	–23	–16
22	Mongolia	b	14	73	71	46	21	27	15	19	56	–20	–6
23	India	10	11	73	68	21	23	17	21	7	12	–4	–2
24	Lao PDR	..	..	..	..	..	..	..	..	..	..	..	..
25	Togo	22	15	53	78	30	11	25	7	51	30	–5	–4
26	Gambia, The	20	18	79	76	26	21	1	5	47	44	–26	–16
27	Nicaragua	20	14	83	95	17	18	–2	–9	24	24	–19	–27
28	Zambia	26	13	55	84	23	7	19	4	41	34	–4	–3
29	Tajikistan	19	..	57	..	30	..	24	..	..	..	–6	..
30	Benin	9	9	96	82	15	20	–5	9	23	27	–20	–10
31	Central African Republic	15	15	94	78	7	14	–10	7	26	21	–17	–6
32	Albania	9	15	56	100	35	13	35	–15	23	12	0	–29
33	Ghana	11	12	84	84	6	16	5	4	8	25	–1	–12
34	Pakistan	10	12	83	71	18	20	7	17	12	16	–12	–3
35	Mauritania	25	10	68	80	36	17	7	10	37	43	–29	–8
36	Azerbaijan	19	b	40	96	23	23	41	4	..	55	18	–18
37	Zimbabwe	20	*19*	64	*64*	19	*22*	16	*17*	30	39	–3	–6
38	Guinea	..	9	..	82	..	14	..	9	..	20	..	–5
39	China	15	13	51	43	35	42	35	44	6	24	–0	2
40	Honduras	13	13	70	73	25	26	17	14	36	36	–8	–12
41	Senegal	22	12	78	79	15	16	0	10	28	36	–16	–6
42	Côte d'Ivoire	17	17	63	58	27	13	20	25	35	47	–6	13
43	Congo	18	*23*	47	*54*	36	*16*	36	*23*	60	*44*	0	*8*
44	Kyrgyz Republic	20	*11*	61	*74*	29	*30*	18	*14*	..	..	–10	*–15*
45	Sri Lanka	9	9	80	76	34	27	11	15	32	34	–23	–12
46	Armenia	16	18	47	101	29	10	37	–19	..	32	9	–29
47	Cameroon	9	8	69	73	25	14	22	20	24	29	–3	5
48	Egypt, Arab Rep.	16	14	69	81	28	18	15	6	31	22	–12	–12
49	Lesotho	36	28	124	86	42	86	–60	–14	20	15	–102	–99
50	*Georgia*	..	..	..	..	..	..	..	..	..	..	..	..
51	*Myanmar*	b	b	82	89	21	12	18	11	9	2	–4	–1
Middle-income economies		..	**14 w**	..	**59 w**	..	**26 w**	..	**25 w**	..	**23 w**	..	**–1 w**
Lower-middle-income		..	**14 w**	..	**62 w**	..	**26 w**	..	**25 w**	..	..	..	**–1 w**
52	Bolivia	14	13	67	79	15	15	19	8	21	20	4	–7
53	Macedonia, FYR	..	7	..	89	..	18	..	4	..	41	..	–14
54	Moldova	..	21	..	79	..	8	..	0	..	32	..	8
55	Indonesia	11	8	52	61	24	29	37	30	33	25	13	1
56	Philippines	9	11	67	71	29	24	24	18	24	34	–5	–6
57	Uzbekistan	19	25	54	51	32	23	27	24	..	63	–5	1
58	Morocco	18	17	68	68	24	21	14	16	17	22	–10	–5
59	Kazakstan	20	20	55	60	38	24	25	20	..	28	–12	–4
60	Guatemala	8	6	79	86	16	17	13	8	22	19	–3	–9
61	Papua New Guinea	24	15	61	53	25	15	15	32	43	53	–10	17
62	Bulgaria	6	15	55	64	34	21	39	21	36	53	5	0
63	Romania	5	13	60	62	40	27	35	25	35	25	–5	–2
64	Ecuador	15	7	60	70	26	21	26	23	25	29	0	2
65	Dominican Republic	8	4	77	80	25	20	15	16	19	24	–10	–4
66	Lithuania	20	*13*	64	*76*	31	*18*	16	*11*	..	*71*	–15	*–7*
67	El Salvador	14	8	72	88	13	19	14	4	34	20	1	15
68	Jordan	..	22	..	75	..	26	..	3	..	49	..	*23*
69	Jamaica	20	12	64	69	16	22	16	19	51	60	0	–3
70	Paraguay	6	7	76	79	32	23	18	14	15	36	–13	–9
71	Algeria	14	17	43	57	39	32	43	27	34	24	4	–5
72	Colombia	10	9	70	75	19	20	20	15	16	15	1	–4

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		Distribution of gross domestic product (%)											
		General govt. consumption		Private consumption, etc.		Gross domestic investment		Gross domestic saving		Exports of goods and nonfactor services		Resource balance	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
73	Tunisia	14	16	62	62	29	24	24	22	40	45	-5	-2
74	Ukraine	..	..	..	..	..	..	..	..	..	..	..	..
75	Namibia	17	31	44	52	29	20	39	17	76	53	10	-3
76	Peru	11	10	57	70	29	24	32	20	22	11	3	-4
77	Belarus	23	*22*	46	*51*	19	*35*	32	*27*	..	*46*	12	*-8*
78	Slovak Republic	b	24	70	53	37	17	31	23	..	72	-6	6
79	Latvia	10	*22*	58	53	26	*9*	32	*25*	..	*72*	7	*16*
80	Costa Rica	18	17	66	60	27	28	16	23	26	40	-10	-5
81	Poland	9	19	67	64	26	16	23	17	28	24	-3	1
82	Thailand	12	9	65	55	29	40	23	35	24	39	-6	-5
83	Turkey	13	11	73	67	22	22	14	23	6	21	-8	1
84	Croatia	..	*28*	..	60	..	14	..	12	..	47	..	-2
85	Panama	..	16	..	61	..	25	..	23	..	38	..	-2
86	Russian Federation	15	21	62	50	22	27	22	29	..	27	0	2
87	Venezuela	12	7	55	72	26	13	33	22	29	30	7	8
88	Botswana	19	32	53	44	38	25	28	25	53	52	-10	0
89	Estonia	12	*24*	63	*48*	28	*32*	25	*28*	..	*70*	-4	*-4*
90	*Iran, Islamic Rep.*	21	15	53	54	30	23	26	31	13	30	-3	8
91	*Turkmenistan*	18	..	50	..	28	..	32	..	..	..	3	..
Upper-middle-income		**12 w**	..	**56 w**	..	**25 w**	..	**32 w**	..	**28 w**	..	**6 w**	..
92	Brazil	9	17	70	61	23	21	21	22	9	8	-2	2
93	South Africa	13	21	50	59	28	18	36	20	36	24	8	2
94	Mauritius	14	13	75	64	21	32	10	23	51	59	-10	-9
95	Czech Republic	..	22	..	58	..	20	..	20	..	52	..	0
96	Malaysia	17	10	51	53	30	39	33	37	58	90	3	-2
97	Chile	12	9	67	63	25	27	20	28	23	28	-4	1
98	Trinidad and Tobago	12	12	46	63	31	14	42	24	50	40	11	10
99	Hungary	10	13	61	72	31	21	29	15	39	29	-2	-6
100	Gabon	13	13	26	40	28	25	61	47	65	62	33	22
101	Mexico	10	12	65	70	27	23	25	18	11	13	-2	-5
102	Uruguay	12	10	76	79	17	13	12	12	15	20	-6	-2
103	Oman	25	*39*	28	*33*	22	*17*	47	*27*	63	..	25	*10*
104	Slovenia	..	21	..	55	..	21	..	25	..	58	..	4
105	Saudi Arabia	16	*29*	22	*44*	22	*24*	62	*28*	71	*40*	41	*3*
106	Greece	16	*19*	60	*73*	29	*18*	23	*8*	21	*22*	-5	*-10*
107	Argentina	b	b	76	82	25	20	24	18	5	7	-1	-2
108	Korea, Rep.	12	10	64	53	32	38	25	39	34	36	-7	-1
Low- and middle-income		**14 w**	**14 w**	**57 w**	**60 w**	**26 w**	**27 w**	**28 w**	**26 w**	**23 w**	**22 w**	**2 w**	**-1 w**
Sub-Saharan Africa		**14 w**	**17 w**	**60 w**	**68 w**	**23 w**	**17 w**	**27 w**	**16 w**	**30 w**	**27 w**	**2 w**	**-2 w**
East Asia and Pacific		**12 w**	**11 w**	**58 w**	**54 w**	**29 w**	**36 w**	**28 w**	**37 w**	..	**28 w**	**0 w**	**0 w**
South Asia		**9 w**	**11 w**	**75 w**	**70 w**	**20 w**	**22 w**	**15 w**	**20 w**	**8 w**	**13 w**	**-6 w**	**-3 w**
Europe and Central Asia		..	**18 w**	..	**60 w**	..	**24 w**	..	**23 w**	..	..	..	**-4 w**
Middle East and N. Africa		..	..	..	..	..	..	..	..	..	..	..	..
Latin America and Caribbean		**11 w**	**12 w**	**67 w**	**67 w**	**25 w**	**21 w**	**23 w**	**20 w**	**16 w**	**15 w**	**-3 w**	**-2 w**
High-income economies		**17 w**	..	**60 w**	..	**23 w**	..	**23 w**	..	**22 w**	..	**1 w**	..
109	Portugal	14	*17*	65	*66*	34	*26*	22	*17*	24	*26*	-13	*-9*
110	New Zealand	18	*15*	62	*60*	21	*21*	20	*24*	30	*31*	-1	*3*
111	Spain	13	*18*	66	*63*	23	*20*	21	*19*	16	*19*	-2	*1*
112	Ireland	19	*16*	67	*56*	27	*14*	14	*28*	47	*68*	-13	*14*
113	† Israel	38	*26*	51	*61*	22	*23*	11	*13*	40	*31*	-11	*10*
114	Australia	18	*18*	59	*63*	25	*20*	24	*19*	16	*19*	-2	*0*
115	United Kingdom	22	*22*	59	*64*	17	*15*	19	*14*	27	*25*	2	*-1*
116	Finland	18	*23*	54	*57*	29	*14*	28	*20*	33	*33*	-1	*5*
117	Italy	15	*18*	61	*62*	27	*17*	24	*20*	22	*25*	-3	*4*
118	† Kuwait	11	37	31	41	14	11	58	22	78	55	44	12
119	Canada	19	*22*	55	*61*	24	*18*	25	*18*	28	*30*	2	*-1*
120	† Hong Kong	6	8	60	59	35	31	34	33	90	139	-1	2
121	Netherlands	17	*15*	61	*61*	22	*19*	21	*24*	50	*51*	0	*5*
122	† Singapore	10	8	53	40	46	32	38	51	207	177	-9	19
123	Belgium	18	*15*	63	*62*	22	*18*	19	*23*	63	*69*	-3	*5*
124	France	18	*19*	59	*61*	24	*18*	23	*20*	22	*25*	-1	*2*
125	Sweden	29	*28*	51	*55*	21	*13*	19	*17*	29	*33*	-2	*4*
126	Austria	18	*19*	56	*55*	28	*25*	26	*26*	37	*38*	-2	*1*
127	Germany	..	*20*	..	*58*	..	*22*	..	*22*	..	*22*	..	*0*
128	United States	18	*17*	63	*68*	20	*16*	19	*15*	10	*10*	-1	*-1*
129	Norway	19	*22*	47	*52*	28	*20*	34	*26*	47	*45*	6	*7*
130	Denmark	27	*26*	56	*52*	19	*14*	17	*21*	33	*34*	-1	*7*
131	Japan	10	*10*	59	*58*	32	*30*	31	*32*	14	*9*	-1	*2*
132	Switzerland	13	*14*	64	*59*	27	*22*	24	*27*	37	*36*	-4	*5*
133	† *United Arab Emirates*	11	*18*	17	*49*	28	*25*	72	*33*	78	*68*	43	*9*
World		**15 w**	..	**59 w**	..	**24 w**	..	**24 w**	..	**22 w**	..	**1 w**	..

a. Includes Eritrea. b. General government consumption figures are not available separately; they are included in private consumption, etc.

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Table 14. Central government budget

		Percentage of GNP								Percentage of total expenditure[b]				Overall deficit/surplus[c] (% of GNP)	
		Total revenue[a]				Total expenditure									
		Tax		Nontax		Current		Capital		Defense		Social services[d]			
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
Low-income economies															
Excluding China and India															
1	Rwanda	11.0	*11.6*	1.8	*1.6*	9.3	*18.7*	5.0	*6.5*	..	..	..	..	–1.7	*–6.9*
2	Mozambique	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3	Ethiopia	*13.2*[e]	12.4	*3.5*[e]	2.4	..	..	..	..	..	..	..	..	..	..
4	Tanzania	*17.2*	..	*0.7*	..	*19.2*	..	*10.4*	..	9.2	..	21.9	..	–7.0	..
5	Burundi	13.3	..	0.8	..	*11.6*	..	*11.0*	..	..	..	..	..	–3.9	..
6	Sierra Leone[f]	15.2	15.2	1.7	0.6	*22.6*	17.6	*5.8*	7.8	..	..	..	..	–13.2	–6.1
7	Malawi[f]	18.1	..	2.7	..	19.6	..	18.0	..	11.3	..	14.2	..	–17.3	..
8	Chad	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9	Uganda	3.0	..	0.1	..	5.3	..	0.8	..	24.4	..	23.5	..	–3.1	..
10	Madagascar	13.1	*8.5*	0.3	*1.6*	..	*12.6*	..	*7.8*	..	..	..	..	..	*–5.0*
11	Nepal	6.5	..	1.3	..	0.2	..	0.2	..	..	..	15.6	..	–3.0	..
12	Vietnam	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13	Bangladesh[f]	7.7	..	3.6	..	..	..	..	..	..	..	15.8	..	2.5	..
14	Haiti	9.4	..	1.3	..	14.0	..	3.5	..	..	..	..	..	–4.7	..
15	Niger	12.4	..	2.2	..	9.6	..	9.1	..	3.6	..	24.8	..	–4.8	..
16	Guinea-Bissau	..	..	..	..	..	..	..	..	..	..	..	..	..	..
17	Kenya[f]	19.8	22.4	2.9	2.5	20.0	25.3	6.1	6.1	15.3	*6.1*	30.3	*25.7*	–4.6	–3.6
18	Mali	9.6	..	0.9	..	12.4	..	1.9	..	10.5	..	20.7	..	–4.7	..
19	Nigeria[f]	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	Yemen, Rep.	..	..	..	..	..	..	..	..	..	*29.4*	..	*27.0*	..	..
21	Burkina Faso	10.5	*8.7*	1.2	*2.9*	9.8	*11.5*	2.3	*4.5*	17.7	..	30.1	..	0.2	..
22	Mongolia	..	17.1	..	4.0	..	17.4	..	3.2	..	9.8	..	28.1	..	–1.8
23	India	9.7	9.6	1.9	3.2	11.7	14.6	1.6	2.0	14.1	12.8	5.5	9.3	–6.5	–6.0
24	Lao PDR	..	..	..	..	..	..	..	..	..	..	..	..	..	..
25	Togo	28.0	..	4.5	..	*24.8*	..	*9.3*	..	*7.0*	..	*19.9*	..	–2.0	..
26	Gambia, The	21.0	*22.1*	3.6	*1.4*	17.5	*16.0*	16.2	*4.7*	..	..	23.7	..	–4.7	*3.6*
27	Nicaragua	21.6	28.8	2.5	1.7	26.3	31.3	6.0	11.1	10.9	5.7	33.2	45.5	–7.3	–5.7
28	Zambia	25.0	10.6	2.0	0.4	35.7	13.9	4.3	7.1	..	..	17.4	29.3	–20.0	*–7.3*
29	Tajikistan	..	..	..	..	..	..	..	..	..	..	..	..	..	..
30	Benin	..	..	..	..	..	..	..	..	..	..	..	..	..	..
31	Central African Republic	*14.9*	..	*1.5*	..	*18.4*	..	*1.3*	..	*9.6*	..	*28.6*	..	–5.5	..
32	Albania	..	..	..	..	..	..	..	..	..	..	..	..	..	..
33	Ghana[f]	6.4	*13.1*	0.5	*3.8*	9.8	*17.9*	1.1	*5.1*	3.7	*4.8*	35.1	*38.5*	–4.2	*–2.5*
34	Pakistan	13.5	13.2	3.0	5.3	14.6	20.7	3.1	3.6	..	..	..	..	–5.8	–6.9
35	Mauritania	..	..	..	..	..	..	..	..	..	..	..	..	..	..
36	Azerbaijan	..	..	..	..	..	..	..	..	..	..	..	..	..	..
37	Zimbabwe	19.5	..	4.9	..	33.5	..	1.8	..	24.9	..	28.5	..	–11.1	..
38	Guinea	..	*12.6*	..	*1.4*	..	*10.9*	..	*11.0*	..	..	..	..	..	*–3.3*
39	China[f]	..	*2.6*	..	*0.5*	..	..	..	..	..	*19.0*	..	*3.3*	..	*–2.1*
40	Honduras	14.4	..	1.0	..	..	..	..	..	..	..	..	..	..	..
41	Senegal	21.5	..	1.6	..	23.1	..	2.0	..	16.7	..	36.8	..	0.9	..
42	Côte d'Ivoire	22.2	..	1.8	..	20.0	..	9.5	..	..	..	..	..	–11.4	..
43	Congo	29.9	..	9.2	..	*23.6*	..	*19.1*	..	..	..	*7.0*	..	–5.8	..
44	Kyrgyz Republic	..	..	..	..	..	..	..	..	..	..	..	..	..	..
45	Sri Lanka	19.3	17.4	1.1	1.9	24.9	22.3	16.7	5.3	1.6	11.6	23.6	33.0	–18.4	–8.7
46	Armenia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
47	Cameroon	14.8	*10.9*	1.3	*4.9*	10.4	*16.1*	5.1	*1.7*	9.1	*9.3*	25.4	*25.5*	0.5	*–2.0*
48	Egypt, Arab Rep.	*31.1*	*26.4*	*17.9*	*15.0*	*39.4*	*34.9*	*9.7*	*8.1*	*11.6*	*8.2*	*22.2*	*29.7*	*–6.8*	*2.1*
49	Lesotho	*14.7*	..	*2.4*	..	*16.5*	..	..	..	..	..	..	..	..	..
50	*Georgia*	..	..	..	..	..	..	..	..	..	..	..	..	..	..
51	*Myanmar*	9.7	*4.9*	6.4	*2.6*	12.1	*6.7*	3.8	*3.5*	21.9	*19.1*	26.5	*24.6*	1.2	*2.2*
Middle-income economies															
Lower-middle-income															
52	Bolivia	..	12.1	..	5.7	..	20.5	..	5.6	..	8.5	..	42.0	..	–3.7
53	Macedonia, FYR	..	..	..	..	..	..	..	..	..	..	..	..	..	..
54	Moldova	..	..	..	..	..	..	..	..	..	..	..	..	..	..
55	Indonesia	21.1	16.3	1.1	*2.8*	12.2	8.9	10.9	*8.1*	12.7	*6.2*	11.8	*14.4*	–2.3	*0.6*
56	Philippines[f]	12.5	*15.1*	1.5	*1.8*	9.9	*15.0*	3.5	*2.9*	13.5	*10.2*	20.8	*25.1*	–1.4	*–1.4*
57	Uzbekistan	..	..	..	..	..	..	..	..	..	..	..	..	..	..
58	Morocco	21.0	*26.7*	3.0	*3.3*	23.5	*24.2*	10.7	*7.2*	17.8	*13.9*	27.0	*27.2*	–10.0	*–1.4*
59	Kazakstan	..	..	..	..	..	..	..	..	..	..	..	..	..	..
60	Guatemala	8.8	6.8	0.7	0.8	7.4	6.9	5.1	2.3	10.0	15.2	29.8	29.5	–3.5	–1.2
61	Papua New Guinea[f]	21.1	20.8	2.5	3.4	29.9	28.8	5.4	3.6	4.3	3.3	27.2	30.7	–2.0	–4.5
62	Bulgaria	..	29.3	..	8.9	..	42.8	..	1.1	..	6.1	..	36.3	..	–4.5
63	Romania	10.3	26.5	36.0	3.5	30.5	27.8	15.3	4.3	3.8	7.3	18.8	46.9	0.5	–2.5
64	Ecuador[f]	12.9	14.9	0.6	2.0	12.5	13.3	2.4	3.5	12.5	..	43.9	..	–1.5	0.0
65	Dominican Republic[f]	11.4	*16.1*	3.3	*1.4*	11.7	*9.0*	5.3	*8.7*	7.8	*4.7*	35.5	*39.8*	–2.7	*0.0*
66	Lithuania	..	18.3	..	0.8	..	18.9	..	1.6	..	..	..	..	..	..
67	El Salvador[f]	11.3	10.7	0.5	1.3	12.0	11.2	2.9	3.7	8.8	8.7	34.3	39.4	–5.9	–0.8
68	Jordan[f]	..	*22.2*	..	*8.4*	..	*27.1*	..	*6.7*	*23.4*	*21.3*	*25.0*	*40.7*	..	*1.9*
69	Jamaica	30.4	..	1.3	..	..	..	..	..	..	..	..	..	–16.9	..
70	Paraguay	9.7	*9.0*	0.9	*5.0*	7.4	*11.0*	2.4	*1.9*	11.7	*10.7*	33.6	*46.3*	0.3	*1.2*
71	Algeria	..	..	..	..	..	..	..	..	..	..	..	..	..	..
72	Colombia	10.4	14.4	1.7	2.8	10.5	*12.2*	4.2	*2.6*	6.7	*8.1*	*44.1*	*31.5*	*–1.8*	*–0.6*

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Percentage of GNP								Percentage of total expenditure[b]				Overall deficit/surplus[c] (% of GNP)	
		Total revenue[a]				Total expenditure									
		Tax		Nontax		Current		Capital		Defense		Social services[d]			
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
73	Tunisia	24.6	*24.3*	7.1	*5.4*	22.8	*26.2*	9.7	*6.9*	11.1	*5.4*	34.2	*43.0*	-2.9	*-2.6*
74	Ukraine	..	..	..	..	..	..	..	..	..	..	..	..	..	..
75	Namibia	..	*30.7*	..	*3.8*	..	*33.8*	..	*6.0*	..	..	..	..	..	*-4.7*
76	Peru[f]	16.5	13.7	1.4	1.3	15.8	12.9	4.6	2.9	21.0	..	21.2	..	-2.5	3.1
77	Belarus	..	*30.8*	..	*0.6*	..	*31.9*	..	*5.9*	..	*4.1*	..	*57.2*	..	*-5.2*
78	Slovak Republic	..	..	..	..	..	..	..	..	..	..	..	..	..	..
79	Latvia	..	25.3	..	1.6	..	27.8	..	1.3	..	3.1	..	52.8	..	-4.4
80	Costa Rica	17.6	22.8	1.1	3.0	22.4	28.1	5.4	3.5	2.6	0.0	62.4	61.3	-7.8	-5.9
81	Poland	..	37.9	..	4.2	..	43.1	..	1.6	..	..	..	..	..	-2.4
82	Thailand	13.3	17.0	1.2	1.8	14.6	*11.4*	4.4	3.9	20.9	*17.0*	28.0	*35.4*	-4.9	1.9
83	Turkey	17.7	15.4	4.6	4.1	19.1	21.6	7.2	2.0	15.2	9.5	23.8	21.7	-3.8	-4.0
84	Croatia	..	41.7	..	1.7	..	38.8	..	3.0	..	20.2	..	53.6	..	1.7
85	Panama	19.5	*21.8*	7.1	*10.0*	26.2	*25.8*	5.8	*3.1*	0.0	5.6	39.6	*70.9*	-5.4	*-4.6*
86	Russian Federation	..	19.1	..	1.4	..	26.2	..	1.3	..	14.5	..	54.1	..	-10.7
87	Venezuela	18.9	15.4	3.4	4.2	14.9	16.9	4.0	2.6	4.9	..	32.0	..	0.0	-4.5
88	Botswana[f]	26.8	*30.5*	9.8	*25.6*	24.9	*32.8*	11.6	*7.4*	8.5	*10.3*	30.6	*36.0*	-0.2	*11.2*
89	Estonia	..	29.1	..	1.5	..	..	..	..	..	3.0	..	56.4	..	1.2
90	*Iran, Islamic Rep.*	6.8	8.3	14.6	16.9	27.5	16.6	7.9	8.9	16.1	6.5	36.7	37.4	-13.7	-0.1
91	*Turkmenistan*	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Upper-middle-income															
92	Brazil	18.4	*17.5*	5.0	7.5	19.2	*33.8*	1.7	*1.0*	3.2	*2.5*	32.3	*36.7*	-2.5	*-4.0*
93	South Africa	21.4	24.7	3.1	2.0	20.0	34.4	3.2	1.6	..	..	..	..	-2.5	-9.2
94	Mauritius	18.5	20.0	2.4	3.0	22.8	18.9	4.6	4.5	0.7	1.4	40.7	48.6	-10.4	-0.3
95	Czech Republic	..	38.0	..	3.0	..	37.7	..	4.9	..	6.6	..	60.6	..	0.9
96	Malaysia	24.4	22.5	2.9	7.7	19.9	21.4	10.3	5.0	13.1	12.0	26.8	39.5	-6.2	4.1
97	Chile	26.6	19.1	6.6	2.6	26.3	17.8	2.8	3.4	12.1	8.8	57.6	64.9	5.6	1.7
98	Trinidad and Tobago	37.5	..	7.2	..	19.3	..	12.6	..	..	..	..	..	7.6	..
99	Hungary	*46.5*	..	*8.9*	..	*50.6*	..	*7.7*	..	*4.3*	..	*36.7*	..	*-7.9*	..
100	Gabon[f]	26.1	..	13.3	..	..	..	..	..	..	..	..	..	6.8	..
101	Mexico	14.8	..	0.8	..	11.7	..	5.7	..	2.1	..	36.1	..	-3.1	..
102	Uruguay	21.8	31.7	1.3	2.3	20.9	34.3	1.8	2.8	13.1	7.3	61.1	75.1	0.0	-3.0
103	Oman	12.1	9.1	30.8	26.5	34.0	41.7	9.1	7.8	49.6	36.7	9.4	30.0	0.5	-12.6
104	Slovenia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
105	Saudi Arabia	..	..	..	..	..	..	..	..	..	..	..	..	..	..
106	Greece	26.5	25.8	3.1	2.1	30.1	*38.6*	5.4	*4.3*	12.5	*8.9*	51.2	*50.6*	-4.8	*-15.6*
107	Argentina	10.5	..	5.3	..	18.4	..	..	..	14.3	..	28.6	..	-2.6	..
108	Korea, Rep.	15.8	18.1	2.2	2.8	15.1	16.0	2.5	2.9	29.3	18.7	22.0	32.0	-2.3	0.3
Low- and middle-income															
Sub-Saharan Africa															
East Asia and Pacific															
South Asia															
Europe and Central Asia															
Middle East and N. Africa															
Latin America and Caribbean															
High-income economies															
109	Portugal	24.9	*29.3*	1.9	*4.4*	29.6	*37.4*	4.6	*5.4*	7.0	..	46.0	..	-8.7	*-2.2*
110	New Zealand	31.3	33.5	3.6	3.1	36.6	35.1	2.5	1.0	4.8	3.5	57.0	69.1	-6.8	0.8
111	Spain	*22.4*	*30.1*	1.9	*2.5*	24.0	*34.0*	3.0	*2.5*	4.1	*3.4*	64.8	*48.6*	-4.2	*-4.8*
112	Ireland	31.8	*39.2*	4.0	*2.8*	41.7	*44.0*	4.8	*3.0*	*3.2*	*3.2*	*49.3*	*57.3*	*-12.9*	*-2.3*
113	†Israel	44.6	33.5	7.3	4.8	69.3	39.8	2.9	4.4	36.8	19.2	25.7	49.1	-16.1	-3.0
114	Australia	19.9	21.2	2.2	3.2	21.5	27.0	1.6	1.2	9.1	7.8	45.5	57.5	-1.5	-2.9
115	United Kingdom	30.6	*31.9*	4.6	*3.1*	36.4	*39.9*	1.8	*2.8*	13.1	*10.4*	43.7	*52.2*	-4.6	*-6.6*
116	Finland	25.5	*29.6*	2.1	5.3	25.6	*46.0*	3.0	*1.8*	5.3	3.7	50.3	59.3	-2.2	*14.1*
117	Italy	29.1	38.8	2.5	1.1	37.5	48.5	2.1	1.9	5.3	..	48.8	..	-10.7	-10.6
118	†Kuwait	2.3	1.3	74.1	..	16.1	43.6	7.6	6.3	11.0	..	24.0	..	50.2	..
119	Canada	16.6	*19.5*	2.6	*2.5*	21.6	..	0.3	..	7.4	6.9	43.8	*51.4*	-3.6	*-4.5*
120	†Hong Kong	..	..	..	..	..	..	..	..	..	..	..	..	..	..
121	Netherlands	44.0	44.7	5.2	3.8	48.1	50.7	4.6	2.2	5.5	4.3	62.9	69.3	-4.5	-0.5
122	†Singapore	18.2	*17.1*	8.1	*10.0*	16.2	*13.4*	4.6	*4.2*	20.8	*21.4*	24.1	35.9	2.2	*15.7*
123	Belgium	42.1	*42.8*	1.9	*1.8*	47.0	*48.4*	4.3	*2.0*	5.5	..	60.2	..	-8.2	*-6.1*
124	France	36.5	38.0	2.9	2.7	37.3	44.9	2.1	2.5	7.3	5.6	69.4	68.7	-0.1	-5.5
125	Sweden	30.2	31.7	4.9	6.9	37.7	50.3	1.8	0.7	7.0	5.3	58.2	56.8	-8.1	-13.4
126	Austria	32.2	33.7	2.7	*3.1*	34.3	*38.4*	3.4	*3.2*	3.0	*2.2*	70.0	*70.1*	-3.4	*-5.1*
127	Germany	..	*29.6*	..	*2.0*	..	*31.9*	..	*1.7*	9.0	..	68.8	..	..	-2.5
128	United States	18.3	18.5	1.6	1.5	20.3	22.2	1.4	0.8	20.3	18.1	48.8	52.1	-2.8	-3.0
129	Norway	38.6	*37.0*	3.8	9.5	37.9	*47.9*	1.3	*1.9*	6.8	6.5	47.4	55.6	-2.0	-7.5
130	Denmark	32.2	33.3	4.2	6.2	37.6	44.3	2.8	1.7	6.5	*4.7*	56.3	53.5	-2.7	-5.7
131	Japan	11.0	*17.8*	0.6	*3.3*	14.8	..	3.6	..	..	*4.2*	..	*59.2*	-7.0	*-1.6*
132	Switzerland	17.5	*20.0*	1.4	..	18.2	..	1.3	..	10.1	..	63.6	..	-0.2	..
133	†*United Arab Emirates*	0.0	*0.5*	0.2	*1.7*	10.7	*11.0*	0.9	*0.4*	41.4	37.1	20.5	29.9	2.0	*-0.2*
World															

a. Refers to current revenue. b. Includes lending minus repayments. c. Includes grants. d. Refers to education, health, social security, welfare, housing, and community amenities. e. Includes Eritrea. f. Data are for budgetary accounts only.

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Table 15. Exports and imports of merchandise

		Exports				Imports						Average annual growth rate (%)			
		Total (million $)		Manufactures (% of total)		Total (million $)		Food (% of total)		Fuels (% of total)		Exports		Imports	
		1980	1994	1980	1993	1980	1994	1980	1993	1980	1993	1980–90	1990–94	1980–90	1990–94
Low-income economies		**85,945 t**	**202,239 t**			**102,726 t**	**218,960 t**					**5.7 w**	**9.1 w**	**1.6 w**	**13.0 w**
Excluding China and India		**60,700 t**	**56,192 t**			**69,547 t**	**76,433 t**					**1.0 w**	**2.6 w**	**–4.0 w**	**3.9 w**
1	Rwanda	112	..	0	..	243	..	12	..	13	..	5.6	*–19.6*	1.3	*–1.9*
2	Mozambique	281	..	2	*20*	800	1,000	..	..	..	..	–10.5	*–0.3*	–1.0	*2.9*
3	Ethiopia[a]	425	372	0	*12*	717	1,033	8	*16*	25	*23*	1.2	*–9.4*	3.3	*–3.3*
4	Tanzania	511	519	14	..	1,250	1,505	13	..	21	..	–1.8	*10.0*	–3.3	*12.7*
5	Burundi	65	106	3	*10*	168	224	13	..	19	..	7.4	*–4.8*	1.4	*–14.6*
6	Sierra Leone	224	115	40	*29*	427	150	24	..	2	..	–2.1	*–4.3*	–9.9	*–1.1*
7	Malawi	295	325	7	*4*	439	491	8	8	15	*11*	0.1	*–1.8*	1.3	*–1.6*
8	Chad	71	..	8	*12*	74	..	23	..	2	..	5.4	*–10.0*	10.5	*–12.1*
9	Uganda	345	421	3	*1*	293	870	11	..	23	..	–1.4	*5.9*	–0.6	*28.7*
10	Madagascar	401	277	6	*20*	600	434	9	14	15	19	–0.1	*–6.8*	–4.6	*–5.6*
11	Nepal	80	363	31	88	342	1,176	4	9	18	12	7.8	*22.1*	4.9	*6.8*
12	Vietnam	339	3,770	..	..	1,310	4,440	..	..	..	..	..	..	..	..
13	Bangladesh	793	2,661	69	83	2,600	4,701	24	16	10	10	7.5	*12.7*	1.8	*5.3*
14	Haiti	226	73	..	..	375	292	24	..	13	..	–2.9	*–11.2*	–4.4	*–6.8*
15	Niger	566	..	2	..	594	..	14	..	26	..	–6.4	*–2.0*	–4.5	*2.5*
16	Guinea-Bissau	11	32	..	..	55	63	20	..	6	..	–5.1	*–18.3*	1.3	*–5.4*
17	Kenya	1,250	1,609	12	29	2,120	2,156	8	14	34	15	2.6	*16.6*	1.1	*–5.6*
18	Mali	205	..	9	..	439	..	19	..	35	..	2.6	*–5.7*	1.2	*–5.4*
19	Nigeria	26,000	9,378	0	*2*	16,700	6,511	17	6	2	*1*	–2.4	*–1.9*	–17.5	*7.6*
20	Yemen, Rep.	802	..	51	*4*	2,510	..	28	..	7	..	1.5	*7.2*	–5.9	*11.1*
21	Burkina Faso	90	..	11	*14*	359	..	21	..	13	..	5.4	*1.5*	2.1	*8.5*
22	Mongolia	..	324	..	..	..	223	..	..	..	..	..	..	..	..
23	India	8,590	25,000	59	75	14,900	26,846	9	3	45	*27*	6.3	*7.0*	4.5	*2.7*
24	Lao PDR	31	300	8	..	29	564	..	..	..	..	..	..	..	..
25	Togo	338	..	11	9	551	..	17	*22*	23	*10*	4.9	*9.0*	1.1	*–11.2*
26	Gambia, The	31	35	9	*36*	165	209	23	..	11	..	2.3	*26.9*	1.0	*9.0*
27	Nicaragua	451	352	14	11	887	824	15	*23*	20	14	–4.4	*–8.7*	–4.1	*7.3*
28	Zambia	1,300	..	6	*9*	1,340	..	5	..	22	..	–3.5	*26.9*	–5.0	*–6.2*
29	Tajikistan	..	531	..	..	..	619	..	..	..	..	..	..	..	..
30	Benin	63	..	8	*11*	331	..	26	..	8	..	7.7	*–0.3*	–6.3	*29.4*
31	Central African Republic	116	..	29	47	81	..	21	..	2	..	2.5	*5.5*	6.0	*–3.3*
32	Albania	..	116	..	..	..	596	..	..	..	..	..	..	..	..
33	Ghana	1,260	..	1	*24*	1,130	..	10	11	*27*	*17*	3.9	*9.1*	1.6	*12.8*
34	Pakistan	2,620	7,370	49	85	5,350	8,890	13	14	27	17	9.5	*8.8*	2.1	*10.3*
35	Mauritania	194	..	2	*1*	286	..	30	..	14	..	7.8	*5.5*	1.1	*4.4*
36	Azerbaijan	..	682	..	..	..	791	..	..	..	..	..	..	..	..
37	Zimbabwe	1,410	..	38	38	1,450	..	3	11	39	15	2.2	*–6.6*	–2.2	*–5.1*
38	Guinea	401	..	..	..	270	..	..	..	..	..	–3.6	*–8.6*	–2.9	*–2.8*
39	China[a]	18,100	121,047	48	81	19,900	115,681	..	3	..	6	11.4	*14.3*	10.0	*24.8*
40	Honduras	830	843	13	*13*	1,010	1,056	10	13	16	14	1.3	*10.7*	–1.0	*7.0*
41	Senegal	477	..	15	*22*	1,050	..	25	*29*	25	*11*	2.6	*3.6*	1.0	*6.1*
42	Côte d'Ivoire	3,130	..	..	*16*	2,970	2,000	13	..	16	..	3.3	*–7.5*	–4.0	*5.4*
43	Congo	911	..	7	*14*	580	..	19	..	14	..	5.5	*9.7*	–2.0	*2.5*
44	Kyrgyz Republic	..	340	..	..	..	459	..	..	..	..	..	..	..	..
45	Sri Lanka	1,070	3,210	16	*74*	2,040	4,780	20	14	24	8	6.3	*17.0*	2.0	*15.0*
46	Armenia	..	209	..	..	..	401	..	..	..	..	..	..	..	..
47	Cameroon	1,380	..	4	*14*	1,600	1,100	9	*16*	12	*3*	4.5	*–1.7*	–1.4	*–11.2*
48	Egypt, Arab Rep.	3,050	3,463	11	33	4,860	10,185	32	24	1	2	–0.2	*–0.1*	–0.7	*–2.9*
49	Lesotho	58	..	..	..	464	..	..	..	..	..	..	..	..	..
50	*Georgia*	..	381	..	..	..	744	..	..	..	..	..	..	..	..
51	*Myanmar*	472	771	6	*10*	353	886	7	..	3	..	–7.0	*27.2*	–7.0	*58.7*
Middle-income economies		**606,399 t**	**826,822 t**			**453,101 t**	**890,818 t**					**3.5 w**	**7.0 w**	**1.0 w**	**9.8 w**
Lower-middle-income		..	..			..	..					..	..	..	..
52	Bolivia	942	1,032	3	19	665	1,209	19	9	1	5	1.7	*–5.4*	–2.8	*18.9*
53	Macedonia, FYR	..	1,120	..	..	..	1,260	..	..	..	..	..	..	..	..
54	Moldova	..	618	..	..	..	672	..	..	..	..	..	..	..	..
55	Indonesia	21,900	40,054	2	53	10,800	31,985	13	7	16	8	5.3	*21.3*	1.2	*9.1*
56	Philippines	5,740	13,304	37	76	8,300	22,546	8	8	28	12	2.9	*10.2*	2.4	*15.2*
57	Uzbekistan	..	3,543	..	..	..	3,243	..	..	..	..	..	..	..	..
58	Morocco	2,490	4,013	24	57	4,160	7,188	20	17	24	14	4.2	*0.8*	2.9	*1.7*
59	Kazakstan	..	3,285	..	..	..	4,205	..	..	..	..	..	..	..	..
60	Guatemala	1,520	1,522	24	*30*	1,600	2,604	8	*11*	24	12	–1.5	*8.2*	–0.6	*19.3*
61	Papua New Guinea	1,030	2,640	3	*12*	1,180	1,521	21	..	15	..	4.5	*19.3*	–0.2	*2.1*
62	Bulgaria	10,400	4,165	..	..	9,650	4,160	..	*8*	..	*22*	..	..	..	..
63	Romania	11,200	6,151	..	76	12,800	7,109	..	14	..	26	–6.8	*–4.7*	–0.9	*–5.4*
64	Ecuador	2,480	3,820	3	7	2,250	3,690	8	5	1	*2*	3.0	*8.9*	–3.9	*10.0*
65	Dominican Republic	962	633	24	*52*	1,640	2,630	17	..	25	..	–1.0	*–10.2*	2.6	*8.9*
66	Lithuania	..	1,892	..	*64*	..	2,210	..	11	..	*44*	..	..	..	..
67	El Salvador	967	844	35	46	966	2,250	18	*13*	18	*11*	–2.8	*13.0*	1.3	*16.2*
68	Jordan	574	1,424	34	*51*	2,400	3,382	18	20	17	13	7.4	*7.1*	–3.1	*13.0*
69	Jamaica	963	1,192	63	65	1,100	2,164	20	*14*	38	*19*	1.2	*1.3*	3.1	*7.0*
70	Paraguay	310	817	12	17	615	2,370	..	11	..	12	9.9	*–1.9*	3.2	*7.3*
71	Algeria	13,900	8,594	0	4	10,600	8,000	21	27	3	1	2.5	*–0.8*	–5.1	*–5.7*
72	Colombia	3,920	8,399	20	40	4,740	11,883	12	8	12	4	9.7	*4.8*	–1.9	*22.3*
*	Data for Taiwan, China	19,800	92,847	88	*93*	19,700	85,507	8	6	25	8	11.6	*5.9*	12.8	*14.2*

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Exports				Imports						Average annual growth rate (%)			
		Total (million $)		Manufactures (% of total)		Total (million $)		Food (% of total)		Fuels (% of total)		Exports		Imports	
		1980	1994	1980	1993	1980	1994	1980	1993	1980	1993	1980–90	1990–94	1980–90	1990–94
73	Tunisia	2,200	4,660	36	75	3,540	6,580	14	8	21	8	6.2	*7.7*	1.3	*6.4*
74	Ukraine	..	11,818	..	..	..	14,177	..	..	..	..	..	..	..	..
75	Namibia	..	1,321	..	..	..	1,196	..	..	..	..	..	..	..	..
76	Peru	3,900	4,555	18	17	2,500	6,794	20	20	2	8	–1.9	*11.0*	–1.0	*12.1*
77	Belarus	..	3,134	..	..	..	3,857	..	..	..	..	..	..	..	..
78	Slovak Republic	..	6,587	..	..	..	6,823	..	..	..	..	..	..	..	..
79	Latvia	..	967	..	..	..	1,367	..	..	..	..	..	..	..	..
80	Costa Rica	1,000	2,215	34	33	1,540	3,025	9	*8*	15	9	4.9	*10.1*	2.8	*15.1*
81	Poland	14,200	17,000	71	68	16,700	21,400	14	11	18	12	4.8	3.9	1.5	26.3
82	Thailand	6,510	45,262	28	73	9,210	54,459	5	5	30	8	14.3	*21.6*	12.1	*12.7*
83	Turkey	2,910	18,106	27	72	7,910	23,270	4	6	48	14	12.0	*8.8*	11.3	*11.2*
84	Croatia	..	4,259	..	71	..	5,231	..	7	..	10	..	..	..	..
85	Panama	358	584	9	16	1,450	2,404	10	10	31	13	2.6	*23.5*	–4.1	*14.3*
86	Russian Federation[b]	..	53,000	..	..	..	41,000	..	..	..	..	..	..	..	..
87	Venezuela	19,900	15,480	2	14	10,700	7,710	15	11	2	1	1.6	*–0.1*	–6.1	*19.3*
88	Botswana	502	1,845	..	..	692	1,638	..	..	..	..	11.4	*–0.8*	7.7	–5.6
89	Estonia	..	1,329	..	..	..	1,690	..	..	..	..	..	..	..	..
90	*Iran, Islamic Rep.*	14,700	13,900	5	9	12,200	20,000	13	..	0	..	7.4	*10.2*	–4.0	*15.7*
91	*Turkmenistan*	..	2,176	..	..	..	1,690	..	..	..	..	..	..	..	..
Upper-middle-income		**280,750 t**	**404,146 t**			**174,465 t**	**428,837 t**					**3.5 w**	**7.8 w**	**2.2 w**	**10.4 w**
92	Brazil	20,100	43,600	39	60	25,000	36,000	10	10	43	16	6.1	6.6	–1.5	*8.5*
93	South Africa	25,500	25,000	39	94	19,600	23,400	3	6	0	1	0.9	2.8	–0.8	5.3
94	Mauritius	431	1,347	27	90	609	1,926	26	14	14	7	8.6	*2.0*	11.0	*2.5*
95	Czech Republic	..	14,252	..	..	..	15,636	..	..	..	..	..	..	..	..
96	Malaysia	13,000	58,756	19	70	10,800	59,581	12	6	15	4	11.5	*17.8*	6.0	*15.7*
97	Chile	4,710	11,539	10	18	5,800	11,800	15	6	18	10	5.7	*10.5*	1.4	*14.5*
98	Trinidad and Tobago	3,960	1,867	4	34	3,160	1,131	11	15	38	16	–4.3	*4.9*	–12.1	*8.1*
99	Hungary	8,670	10,733	66	68	9,220	14,438	8	6	16	13	3.0	–1.8	0.7	7.9
100	Gabon	2,170	..	0	*5*	674	..	19	..	1	..	0.6	5.7	–2.0	*2.0*
101	Mexico	15,600	61,964	12	75	19,500	80,100	16	8	2	2	12.2	*14.7*	5.7	*18.7*
102	Uruguay	1,060	1,913	38	43	1,680	2,770	8	8	29	9	2.9	*–5.1*	–2.0	*21.7*
103	Oman	2,390	5,418	3	15	1,730	3,915	15	19	11	3	13.1	*9.8*	–1.6	*18.5*
104	Slovenia	..	6,828	..	86	..	7,304	..	8	..	11	..	..	..	..
105	Saudi Arabia	109,000	38,600	1	7	30,200	22,796	14	..	1	..	*–8.2*	*4.0*	–8.4	5.9
106	Greece	5,150	9,384	47	53	10,500	21,466	9	14	23	11	5.1	*11.9*	5.8	*12.8*
107	Argentina	8,020	15,839	23	32	10,500	21,527	6	5	10	2	3.1	*–1.0*	–8.6	..
108	Korea, Rep.	17,500	96,000	90	93	22,300	102,348	10	6	30	18	13.7	*7.4*	11.2	*7.7*
Low- and middle-income		**683,360 t**	**1,033,887 t**			**550,291 t**	**1,098,170 t**					**3.9 w**	**7.5 w**	**1.1 w**	**10.5 w**
Sub-Saharan Africa		**77,330 t**	**59,065 t**			**67,448 t**	**63,330 t**					**1.1 w**	**0.9 w**	**–3.7 w**	**1.8 w**
East Asia and Pacific		**87,323 t**	**388,383 t**			**88,303 t**	**404,292 t**					**10.7 w**	**14.4 w**	**8.5 w**	**14.5 w**
South Asia		**13,855 t**	**38,922 t**			**25,884 t**	**47,582 t**					**6.5 w**	**8.5 w**	**3.4 w**	**5.3 w**
Europe and Central Asia		..	..			..	..					..	..	..	..
Middle East and N. Africa		**203,874 t**	**96,741 t**			**104,130 t**	**107,306 t**					**–2.3 w**	**1.1 w**	**–5.9 w**	**6.1 w**
Latin America and Caribbean		..	..			**99,344 t**	**212,790 t**					..	..	**0.6 w**	**13.7 w**
High-income economies		**1,375,665 t**	**3,291,137 t**			**1,478,865 t**	**3,307,266 t**					**5.0 w**	**5.1 w**	**6.1 w**	**4.6 w**
109	Portugal	4,640	17,540	72	84	9,310	26,680	14	14	24	9	12.2	*0.5*	9.8	*2.4*
110	New Zealand	5,420	12,200	20	27	5,470	11,900	6	8	23	7	3.6	5.4	4.6	5.5
111	Spain	20,700	73,300	72	78	34,100	92,500	13	14	39	11	6.9	11.2	10.1	5.3
112	Ireland	8,400	34,370	58	75	11,200	25,508	12	10	15	5	9.3	11.4	4.7	5.6
113	† Israel	5,540	16,881	82	91	9,780	25,257	11	7	27	7	5.9	10.0	4.6	12.5
114	Australia	21,900	47,538	20	42	22,400	53,400	5	5	14	6	5.8	8.1	4.9	5.1
115	United Kingdom	110,000	205,000	74	82	116,000	227,000	13	11	14	5	4.4	1.8	6.3	0.9
116	Finland	14,200	29,700	70	83	15,600	23,200	7	7	29	13	2.3	8.7	4.4	–1.9
117	Italy	78,100	189,805	85	89	101,000	167,685	13	13	28	9	4.4	6.0	5.3	*–1.7*
118	† Kuwait	19,700	11,614	10	84	6,530	21,716	15	15	1	1	*–2.0*	*42.5*	–6.3	*25.0*
119	Canada	67,700	166,000	49	66	62,500	155,072	8	6	12	4	5.7	8.4	6.2	6.2
120	† Hong Kong	19,800	151,395	92	95	22,400	162,000	12	6	6	2	15.4	15.3	11.0	*15.8*
121	Netherlands	74,000	155,554	51	63	76,600	139,795	15	15	24	9	4.5	5.8	4.6	4.3
122	† Singapore	19,400	96,800	50	80	24,000	103,000	9	6	29	11	12.1	16.1	8.6	12.1
123	Belgium[c]	64,500	137,394	74	81	71,900	125,762	11	11	17	8	4.4	*2.4*	4.0	*0.3*
124	France	116,000	235,905	74	78	135,000	230,203	10	11	27	9	4.1	2.3	5.0	0.8
125	Sweden	30,900	61,292	79	85	33,400	51,800	7	7	24	9	4.6	7.4	4.9	5.0
126	Austria	17,500	45,200	83	89	24,400	55,300	6	5	16	5	6.4	*3.9*	5.8	*1.9*
127	Germany[d]	193,000	427,219	86	90	188,000	381,890	12	10	23	8	4.6	2.2	4.9	2.8
128	United States	226,000	513,000	68	82	257,000	690,000	8	5	33	10	3.6	5.6	7.2	7.4
129	Norway	18,600	34,700	32	31	16,900	27,300	8	7	17	5	6.8	6.5	4.2	*0.7*
130	Denmark	16,700	41,417	56	66	19,300	34,800	12	14	22	5	4.4	5.4	3.6	3.4
131	Japan	130,000	397,000	96	97	141,000	275,000	12	18	50	21	5.0	*0.4*	6.5	4.0
132	Switzerland	29,600	66,200	91	94	36,300	64,100	8	7	11	4	6.0	*3.3*	4.9	*–6.7*
133	† *United Arab Emirates*	20,700	19,700	3	*13*	8,750	21,100	11	11	11	*2*	6.1	*6.5*	–1.3	*21.0*
World		**2,003,736 t**	**4,326,096 t**			**2,007,961 t**	**4,391,660 t**					**4.8 w**	**5.7 w**	**5.0 w**	**5.7 w**

a. Data prior to 1992 include Eritrea. b. Excludes trade with other members of the Commonwealth of Independent States. c. Includes Luxembourg. d. Data prior to 1990 refer to the Federal Republic of Germany before unification.

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Table 16. Balance of payments

		Exports of goods and services[a] (million $)		Imports of goods and services[a] (million $)		Current transfers: Net workers' remittances (million $)		Current transfers: Other net private transfers (million $)		Current account balance before official transfers (million $)		Gross international reserves (million $)	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
Low-income economies		**105,529 t**	**237,848 t**	**136,812 t**	**285,936 t**							**42,943 t**	**119,140 t**
Excluding China and India		**74,386 t**	**76,664 t**	**98,041 t**	**121,425 t**							**20,842 t**	**37,138 t**
1	Rwanda	182	51	335	496	–14	0	11	45	–155	–400	187	39
2	Mozambique	452	341	875	1,403	0	55	0	138	–423	–870	..	..
3	Ethiopia[b]	590	563	797	1,189	*22*	247	58	61	–126	–317	262	588
4	Tanzania	762	855	1,412	2,067	0	0	22	450	–628	–762	..	..
5	Burundi	..	106	..	307	..	0	..	29	..	–171	105	211
6	Sierra Leone	276	..	494	..	–2	..	10	..	–209	..	..	..
7	Malawi	315	390	638	639	0	0	13	18	–310	–230	76	48
8	Chad	71	181	83	336	–4	..	0	–8	–16	–163	12	80
9	Uganda	331	333	450	901	–2	0	..	304	–121	–264	..	..
10	Madagascar	518	630	1,121	988	–30	–2	10	33	–623	–327	..	..
11	Nepal	239	1,004	368	1,320	0	70	29	–4	–100	–250	272	752
12	Vietnam	..	4,918	..	6,218	..	..	..	170	..	–1,130	..	..
13	Bangladesh	976	3,220	2,622	4,830	197	1,090	13	154	–1,436	–366	331	3,175
14	Haiti	309	64	498	216	52	0	0	43	–137	–109	27	..
15	Niger	644	245	1,016	351	–47	10	–9	–10	–429	–106	132	115
16	Guinea-Bissau	*77*	55	*83*	102	*–14*	0	*0*	9	–80	–37	..	..
17	Kenya	2,061	2,666	3,095	2,844	0	–3	27	151	–1,006	–30	539	588
18	Mali	263	392	537	817	40	85	0	146	–234	–194	26	229
19	Nigeria	27,749	9,879	22,044	12,504	–410	546	0	0	5,295	–2,079	10,640	1,649
20	Yemen, Rep.	..	2,010	..	3,178	..	1,059	..	–15	..	–124	..	274
21	Burkina Faso	225	*343*	596	933	100	*71*	12	*26*	–259	–493	75	241
22	Mongolia	443	421	934	481	0	0	0	–0	–491	–59	..	94
23	India	12,348	35,020	18,105	43,692	2,786	4,976	74	1,224	–2,897	–2,473	12,010	24,221
24	Lao PDR	..	259	..	400	..	0	..	10	–99	–131	..	68
25	Togo	570	305	752	341	1	5	–0	–0	–181	–31	85	99
26	Gambia, The	66	220	181	254	0	0	4	13	–112	–20	..	..
27	Nicaragua	514	459	1,049	1,429	0	30	2	0	–534	–940	75	146
28	Zambia	1,625	1,185	1,987	1,593	–61	..	–122	–19	–545	–427	206	..
29	Tajikistan	..	..	..	..	..	..	..	..	..	..	..	..
30	Benin	241	405	428	518	75	65	0	0	–112	–48	15	262
31	Central African Republic	205	186	329	280	–19	..	3	0	–141	–95	62	214
32	Albania	386	276	375	775	0	265	6	–4	16	–238	209	..
33	Ghana	1,213	1,386	1,264	2,123	–4	12	0	259	–54	–466	330	689
34	Pakistan	3,010	8,401	6,042	12,812	1,748	1,446	147	945	–1,137	–2,020	1,568	3,716
35	Mauritania	270	427	493	568	–27	24	–1	–23	–251	–140	146	44
36	Azerbaijan	..	637	..	852	..	..	..	36	..	–179	..	..
37	Zimbabwe	1,719	*2,016*	1,900	*2,338*	8	*0*	–129	*26*	–302	–295	419	585
38	Guinea	553	678	577	952	–8	9	5	–50	–26	–315	..	..
39	China	20,901	124,665	24,752	118,344	640	395	0	441	–3,211	7,157	10,091	57,781
40	Honduras	967	1,370	1,306	1,859	0	90	8	5	–331	–394	159	179
41	Senegal	830	1,349	1,337	1,740	–15	40	–4	1	–526	–350	25	191
42	Côte d'Ivoire	3,640	3,177	4,761	3,590	–716	–312	0	0	–1,836	–726	46	221
43	Congo	1,029	1,078	1,195	1,400	–38	..	–26	–25	–230	–346	93	55
44	Kyrgyz Republic	..	340	..	490	..	0	..	–52	..	–202	..	..
45	Sri Lanka	1,340	4,087	2,269	5,646	152	698	–16	–72	–793	–933	283	*1,686*
46	Armenia	..	258	..	525	..	0	..	36	..	–232	..	..
47	Cameroon	1,828	2,210	2,226	2,485	11	52	–8	–34	–395	–257	206	14
48	Egypt, Arab Rep.	6,516	10,511	9,745	16,121	2,696	5,073	95	0	–438	–536	2,480	14,413
49	Lesotho	363	551	482	914	0	0	2	3	–117	–360	..	..
50	*Georgia*	..	..	..	..	..	..	..	..	..	..	..	..
51	*Myanmar*	556	1,125	869	1,776	0	0	7	312	–307	–339	409	518
Middle-income economies		**662,723 t**	**1,047,195 t**	**670,749 t**	**1,214,187 t**							**173,363 t**	**316,491 t**
Lower-middle-income		..	..	..	..							**78,989 t**	**136,901 t**
52	Bolivia	1,046	1,226	1,112	1,670	0	–1	13	25	–53	–419	553	793
53	Macedonia, FYR	..	1,226	..	1,733	..	..	..	137	..	–370	..	166
54	Moldova	..	618	..	823	..	0	..	22	..	–183	..	180
55	Indonesia	22,241	46,295	19,432	49,704	0	449	0	0	2,810	–2,960	6,803	13,321
56	Philippines	7,997	24,033	10,348	27,809	202	367	97	93	–2,052	–3,316	3,978	7,126
57	Uzbekistan	..	3,561	..	3,569	..	0	..	0	..	–8	..	..
58	Morocco	3,270	7,045	5,807	9,901	989	2,061	15	55	–1,533	–750	814	4,622
59	Kazakstan	..	3,114	..	3,916	..	0	..	80	..	–722	..	..
60	Guatemala	1,834	2,586	2,107	3,734	0	0	109	378	–164	–770	753	943
61	Papua New Guinea	1,089	2,909	1,561	2,356	0	0	–106	–150	–578	402	458	120
62	Bulgaria	9,443	5,507	8,547	5,525	0	0	58	164	954	146	..	..
63	Romania	12,160	7,158	14,580	7,704	0	0	0	194	–2,420	–352	2,511	3,092
64	Ecuador	2,975	4,521	3,647	5,482	0	0	0	0	–672	–962	1,257	2,003
65	Dominican Republic	1,313	2,601	2,237	3,253	183	420	17	0	–725	–232	279	259
66	Lithuania	..	2,153	..	2,463	..	0	..	31	..	–279	..	597
67	El Salvador	1,271	1,675	1,289	2,982	11	967	6	37	–1	–303	382	829
68	Jordan	1,781	3,058	3,318	4,783	715	1,093	–120	–91	–942	–725	1,745	1,997
69	Jamaica	1,422	2,680	1,678	3,112	51	327	31	120	–175	15	105	..
70	Paraguay	781	2,657	1,399	3,981	0	0	0	42	–618	–1,282	783	1,030
71	Algeria	14,500	9,698	14,552	12,919	241	0	36	1,400	225	–1,821	7,064	4,813
72	Colombia	5,860	12,428	6,231	16,283	68	211	96	651	–207	–2,993	6,474	7,862
†	Data for Taiwan, China	22,627	112,899	23,445	105,524	..	..	–92	–1,316	–910	6,059	4,055	97,653

Note: For data comparability and coverage, see the technical notes. Figures in italics are for years other than those specified.

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		Exports of goods and services[a] (million $)		Imports of goods and services[a] (million $)		Current transfers: Net workers' remittances (million $)		Current transfers: Other net private transfers (million $)		Current account balance before official transfers (million $)		Gross international reserves (million $)	
		1980	1994	1980	1994	1980	1994	1980	1994	1980	1994	1980	1994
73	Tunisia	3,356	6,983	4,119	8,086	304	675	–2	8	–462	–419	700	1,544
74	Ukraine	..	14,426	..	15,837	..	0	..	–566	..	–1,977	..	..
75	Namibia	..	1,758	..	1,806	..	0	..	30	..	–19	..	203
76	Peru	4,832	5,996	5,080	9,197	0	280	0	–14	–248	–2,935	2,804	7,420
77	Belarus	..	2,770	..	3,345	..	..	..	70	..	–505	..	..
78	Slovak Republic	..	9,138	..	8,496	..	0	..	63	..	706	..	2,186
79	Latvia	..	1,263	..	1,446	..	..	..	..	..	–158	..	641
80	Costa Rica	1,219	3,399	1,897	4,004	0	0	20	89	–659	–516	197	906
81	Poland	16,200	22,189	20,338	25,898	0	0	593	991	–3,545	–2,718	574	6,023
82	Thailand	8,575	59,161	10,861	68,429	0	0	75	986	–2,212	–8,282	3,026	30,280
83	Turkey	3,672	30,084	9,251	30,589	2,071	2,627	82	126	–3,426	2,248	3,298	8,633
84	Croatia	..	6,654	..	6,872	..	340	..	–116	..	7	..	1,410
85	Panama	7,736	7,647	8,062	7,756	0	0	–52	–25	–378	–136	..	..
86	Russian Federation[b]	..	59,006	..	59,208	..	..	..	0	..	–202	..	7,206
87	Venezuela	22,232	19,170	17,065	15,993	–418	–746	0	436	4,749	2,450	13,360	12,459
88	Botswana	748	2,356	954	2,096	–17	..	15	–85	–207	174	..	..
89	Estonia	..	1,173	..	1,240	..	0	..	0	..	–68	..	446
90	*Iran, Islamic Rep.*	14,073	19,765	16,509	16,384	0	0	0	1,200	–2,436	4,581	12,783	..
91	*Turkmenistan*	..	..	..	..	..	..	..	..	..	..	..	..
Upper-middle-income		**305,516 t**	**488,002 t**	**286,289 t**	**569,204 t**							**94,374 t**	**179,589 t**
92	Brazil	23,275	50,674	36,250	54,474	1	0	126	2,597	–12,848	–1,203	6,875	38,492
93	South Africa	29,258	29,580	25,989	30,215	0	0	94	–19	3,363	–654	7,888	3,295
94	Mauritius	574	2,087	712	2,385	0	0	10	68	–129	–230	113	771
95	Czech Republic	..	19,602	..	19,744	..	0	..	126	..	–16	..	6,949
96	Malaysia	14,836	65,795	15,100	70,106	0	0	–43	48	–307	–4,262	5,755	26,339
97	Chile	6,276	14,881	8,360	15,978	0	0	64	52	–2,020	–1,045	4,128	13,802
98	Trinidad and Tobago	3,371	2,161	2,972	1,943	1	26	–44	–30	357	213	2,813	373
99	Hungary	9,780	11,441	10,374	16,404	0	0	63	896	–531	–4,067	..	6,853
100	Gabon	2,434	2,418	1,926	2,275	–143	..	–14	–72	350	71	115	180
101	Mexico	22,240	53,607	33,496	86,406	687	3,705	106	216	–10,463	–28,878	4,175	6,441
102	Uruguay	1,594	3,442	2,312	3,892	0	0	2	33	–716	–416	2,401	1,622
103	Oman	3,852	5,800	2,650	5,558	–362	–1,329	0	0	840	–1,087	704	1,090
104	Slovenia	..	8,628	..	8,185	..	56	..	33	..	532	..	1,499
105	Saudi Arabia	114,208	54,598	62,710	52,159	–4,094	–15,717	0	0	47,404	–13,278	26,129	9,139
106	Greece	8,374	15,650	11,670	22,732	1,066	2,576	21	53	–2,209	–4,453	3,607	15,809
107	Argentina	11,202	21,029	15,999	31,421	0	0	23	318	–4,774	–10,074	9,297	16,003
108	Korea, Rep.	22,577	116,228	28,347	121,364	0	0	399	832	–5,371	–4,304	3,101	25,764
Low- and middle-income		**763,625 t**	**1,290,939 t**	**797,322 t**	**1,484,372 t**							**216,306 t**	**435,631 t**
Sub-Saharan Africa		**91,798 t**	**79,026 t**	**96,504 t**	**100,724 t**							**22,249 t**	**20,107 t**
East Asia and Pacific		**101,752 t**	**451,795 t**	**117,669 t**	**482,575 t**							**33,794 t**	**161,686 t**
South Asia		**18,792 t**	**52,585 t**	**30,493 t**	**69,750 t**							**15,403 t**	**31,901 t**
Europe and Central Asia		..	..	..	..							**11,445 t**	**63,580 t**
Middle East and N. Africa		**218,507 t**	..	**165,659 t**	..							**76,217 t**	**46,538 t**
Latin America and Caribbean		**132,434 t**	**233,334 t**	**178,545 t**	**319,456 t**							**57,197 t**	**111,820 t**
High-income economies		**1,908,362 t**	**4,923,317 t**	**1,916,810 t**	**4,792,515 t**							**730,811 t**	**1,031,132 t**
109	Portugal	6,846	24,586	10,916	30,354	2,928	3,844	71	–3	–1,072	–1,926	13,863	21,671
110	New Zealand	6,561	16,011	7,630	18,116	143	177	–35	806	–961	–1,123	365	3,709
111	Spain	33,863	111,791	41,089	121,337	1,647	1,780	411	99	–5,168	–7,667	20,474	47,531
112	Ireland	10,418	40,446	13,754	39,483	0	0	123	–52	–3,213	911	3,071	6,253
113	† Israel	9,858	24,527	13,458	33,898	0	0	1,060	3,260	–2,540	–6,111	4,055	6,796
114	Australia	26,668	58,062	30,683	68,755	0	0	295	738	–3,720	–9,955	6,366	14,313
115	United Kingdom	201,137	386,474	189,683	380,663	0	0	–473	–398	10,980	5,414	31,755	48,079
116	Finland	17,332	36,490	18,621	34,992	0	0	–20	–96	–1,308	1,402	2,451	11,430
117	Italy	105,011	278,378	116,794	256,921	1,609	242	–155	–247	–10,329	21,453	62,428	57,817
118	† Kuwait	27,344	17,927	10,463	12,261	–692	–1,445	0	0	16,190	4,221	5,425	4,474
119	Canada	77,995	190,101	79,859	209,087	0	0	53	832	–1,811	–18,153	15,462	13,775
120	† Hong Kong	24,190	..	25,448	..	..	..	..	..	–1,258	..	..	..
121	Netherlands	97,922	197,115	97,610	180,466	–316	–395	–498	–1,547	–503	14,707	57,549	47,859
122	† Singapore	25,239	101,929	26,695	99,194	0	0	–104	–482	–1,560	2,253	..	..
123	Belgium[d]	88,925	224,364	92,625	209,188	–266	–360	–104	–240	–4,070	14,576	27,974	23,474
124	France	171,817	424,737	171,856	408,318	–2,591	–1,290	137	–87	–2,494	15,043	75,592	57,627
125	Sweden	59,388	83,406	42,495	80,711	0	91	–301	–273	–3,407	2,513	6,996	25,579
126	Austria	29,152	82,237	32,951	83,834	–67	33	9	–294	–3,857	–1,858	17,725	23,852
127	Germany[e]	233,971	565,307	235,078	554,118	–4,437	–4,634	–1,464	–4,228	–7,007	2,327	104,702	113,841
128	United States	344,440	836,415	333,830	957,209	–810	–7,680	–220	–8,010	9,580	–136,484	171,413	163,591
129	Norway	28,252	50,837	26,658	45,573	–23	–236	–32	–215	1,539	4,813	6,746	19,479
130	Denmark	24,152	72,481	26,642	67,263	0	0	–89	–133	–2,578	5,086	4,347	9,680
131	Japan	158,230	600,110	167,450	463,390	0	0	–240	–2,820	–9,460	133,900	38,919	135,145
132	Switzerland	59,462	119,920	58,524	100,364	–603	–2,007	–98	–220	238	17,329	64,748	66,645
133	† *United Arab Emirates*	..	..	..	..	..	..	..	..	11,800	..	2,355	6,964
World		**2,639,869 t**	**6,275,740 t**	**2,666,779 t**	**6,276,817 t**							**947,117 t**	**1,466,763 t**

a. Corresponds to the fourth edition of the IMF's *Balance of Payments Manual* definition. b. Data prior to 1992 include Eritrea. c. Excludes trade with other members of the Commonwealth of Independent States. d. Includes Luxembourg. e. Data prior to 1990 refer to the Federal Republic of Germany before unification.

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Table 17. External debt

		Total external debt (million $)		External debt as percentage of GNP		External debt as percentage of Exports of goods and services		Debt service as % of exports of goods and services		Ratio of present value to nominal value of debt (%)	Multilateral debt as % of total external debt	
		1980	1994	1980	1994	1980	1994	1980	1994	1994	1980	1994
Low-income economies		..	..	..	..	..	..	..	..		..	..
Excluding China and India		..	..	..	..	..	..	..	..		..	..
1	Rwanda	190	954	16.3	164.8	113.7	2,163.9	4.6	14.7	47.3	47.8	78.5
2	Mozambique	..	5,491	..	450.4	..	1,388.7	..	23.0	73.5	0.0	19.2
3	Ethiopia[a]	824	5,058	..	109.8	139.4	630.0	7.6	11.5	62.3	41.2	42.0
4	Tanzania	2,616	7,441	..	229.5	349.7	877.5	21.5	20.5	72.9	21.6	35.5
5	Burundi	166	1,125	18.2	113.8	..	1,144.9	..	41.7	43.7	35.7	78.3
6	Sierra Leone	435	1,392	40.7	187.3	158.3	..	23.3	..	73.7	14.2	23.9
7	Malawi	821	2,015	72.1	160.3	262.4	523.0	27.8	17.4	45.6	26.7	78.8
8	Chad	228	816	31.6	91.0	320.2	450.9	8.3	8.1	47.2	32.6	72.3
9	Uganda	702	3,473	55.7	88.1	213.2	1,042.7	17.4	45.6	54.9	11.6	58.4
10	Madagascar	1,241	4,134	31.1	225.3	240.7	652.1	20.5	9.5	71.6	14.7	38.6
11	Nepal	205	2,320	10.4	56.2	91.5	223.4	3.4	7.9	48.5	62.0	77.8
12	Vietnam	6	25,115	..	161.3	..	514.3	..	6.1	83.7	100.0	0.9
13	Bangladesh	4,327	16,569	33.4	63.4	399.8	400.7	25.6	15.8	50.7	29.0	55.9
14	Haiti	303	712	20.9	44.2	73.4	1,108.9	6.3	1.2	56.5	43.8	73.3
15	Niger	863	1,569	34.5	104.2	138.6	617.4	22.7	26.1	55.4	16.5	52.7
16	Guinea-Bissau	135	816	128.4	340.7	..	1,801.8	..	15.2	65.3	21.6	44.6
17	Kenya	3,383	7,273	48.1	112.4	168.6	275.0	21.6	33.6	70.9	18.6	37.9
18	Mali	732	2,781	45.4	151.8	227.2	589.2	5.1	27.5	55.3	23.7	44.3
19	Nigeria	8,921	33,485	10.1	102.5	33.0	322.6	4.3	18.5	89.4	6.4	14.4
20	Yemen, Rep.	1,684	5,959	..	..	..	196.3	..	4.8	80.1	14.9	20.3
21	Burkina Faso	330	1,125	19.5	61.1	91.8	..	6.2	..	50.0	42.9	78.1
22	Mongolia	..	443	..	61.3	..	106.5	..	9.6	62.1	..	25.5
23	India	20,582	98,990	11.9	34.2	146.5	253.7	10.0	26.9	71.4	29.5	31.8
24	Lao PDR	350	2,080	..	135.6	..	803.1	..	7.7	29.3	5.9	25.4
25	Togo	1,052	1,455	95.9	156.6	187.9	470.5	9.3	7.8	62.3	11.3	46.9
26	Gambia, The	137	419	61.5	117.3	206.5	194.6	6.3	14.4	50.6	29.9	71.5
27	Nicaragua	2,192	11,019	108.5	800.6	443.4	2,286.1	23.2	38.0	88.3	19.2	11.9
28	Zambia	3,261	6,573	90.7	204.3	202.3	560.1	25.5	31.5	77.0	12.2	30.3
29	Tajikistan	..	594	..	28.7	..	..	..	..	88.5	..	11.4
30	Benin	424	1,619	30.2	109.4	139.7	399.9	6.7	10.1	51.5	24.5	48.5
31	Central African Republic	195	891	24.3	104.0	96.9	490.6	5.0	12.9	50.2	27.4	66.3
32	Albania	..	925	..	50.8	..	190.7	..	2.5	88.4	..	7.1
33	Ghana	1,398	5,389	31.6	101.5	115.8	389.2	13.2	24.8	62.1	19.9	49.6
34	Pakistan	9,930	29,579	42.4	56.6	211.0	303.3	18.1	35.1	74.5	15.4	38.9
35	Mauritania	843	2,326	125.5	240.1	326.7	518.1	18.4	23.3	67.6	14.8	35.7
36	Azerbaijan	..	113	..	3.1	..	17.7	..	0.0	96.6	..	7.4
37	Zimbabwe	786	4,368	14.9	85.9	48.3	..	4.0	..	80.0	0.4	34.1
38	Guinea	1,117	3,104	..	94.7	202.0	455.7	19.8	14.2	63.2	11.6	42.0
39	China	4,504	100,536	2.2	19.3	21.4	84.3	4.4	9.3	85.2	0.0	13.5
40	Honduras	1,472	4,418	60.6	..	156.3	345.3	22.0	33.9	76.4	31.2	46.7
41	Senegal	1,473	3,678	50.5	99.1	167.0	277.6	29.4	14.9	65.7	17.8	48.3
42	Côte d'Ivoire	7,445	18,452	76.9	338.9	208.3	581.0	39.4	40.1	83.2	7.0	18.2
43	Congo	1,526	5,275	99.0	454.2	149.2	489.2	10.6	51.5	84.1	7.7	13.2
44	Kyrgyz Republic	..	441	..	16.2	..	129.8	..	4.8	79.3	..	21.9
45	Sri Lanka	1,841	7,811	46.1	67.6	127.6	168.3	12.4	8.7	61.2	11.7	34.0
46	Armenia	..	214	..	8.3	..	83.4	..	1.7	91.9	..	48.6
47	Cameroon	2,513	7,275	36.8	107.0	138.2	325.1	15.4	16.7	80.7	16.8	22.3
48	Egypt, Arab Rep.	19,131	33,358	89.2	78.9	213.9	231.8	13.8	15.8	65.7	13.7	12.5
49	Lesotho	72	600	11.4	44.4	79.5	331.9	6.1	16.9	58.3	56.1	68.6
50	*Georgia*	..	1,227	..	58.6	..	254.2	..	1.2	95.3	..	12.1
51	*Myanmar*	1,499	6,502	26.0	8.8	278.0	580.8	26.2	15.4	74.8	18.6	22.4
Middle-income economies		..	..	..	..	..	..	..	..		..	..
Lower-middle-income		..	..	..	..	..	..	..	..		..	..
52	Bolivia	2,702	4,749	93.4	89.4	262.4	390.1	35.5	28.2	74.0	16.5	47.9
53	Macedonia, FYR	..	924	..	56.9	..	75.4	..	12.7	93.5	..	23.6
54	Moldova	..	492	..	13.2	..	79.7	..	2.2	88.7	..	33.1
55	Indonesia	20,944	96,500	28.0	57.4	94.7	211.3	13.9	32.4	87.2	8.8	19.8
56	Philippines	17,417	39,302	53.7	59.7	233.9	189.7	29.3	21.9	89.1	7.5	21.2
57	Uzbekistan	..	1,156	..	5.4	..	33.0	..	3.2	91.2	..	0.4
58	Morocco	9,710	22,512	53.3	76.3	227.0	257.1	33.0	33.3	84.0	7.4	27.4
59	Kazakstan	..	2,704	..	14.9	..	88.1	..	1.9	91.0	..	8.0
60	Guatemala	1,166	3,017	14.9	23.4	67.4	121.4	8.4	11.4	80.6	30.0	28.3
61	Papua New Guinea	719	2,878	28.9	57.5	69.9	99.4	14.6	30.0	80.3	21.2	31.3
62	Bulgaria	392	10,468	2.0	104.8	4.2	193.1	0.5	14.0	95.6	0.0	13.3
63	Romania	9,762	5,492	..	18.3	80.9	78.0	12.7	8.4	92.0	8.3	25.2
64	Ecuador	5,997	14,955	53.8	96.6	207.7	335.3	34.9	22.1	87.6	5.4	16.1
65	Dominican Republic	2,002	4,293	31.2	41.8	137.7	144.8	26.1	17.0	87.9	10.2	21.8
66	Lithuania	..	438	..	8.4	..	20.3	..	2.8	82.9	..	27.2
67	El Salvador	911	2,188	26.1	26.9	74.0	84.0	7.8	13.1	74.6	28.3	57.2
68	Jordan	1,971	7,051	..	121.8	86.2	172.9	9.2	12.4	71.3	8.0	14.3
69	Jamaica	1,913	4,318	78.0	110.1	135.7	149.8	19.9	20.6	85.4	14.9	27.4
70	Paraguay	955	1,979	20.7	25.1	136.2	78.3	20.7	10.2	88.6	20.2	36.0
71	Algeria	19,365	29,898	47.1	74.3	132.8	312.1	28.0	56.0	81.9	1.5	11.1
72	Colombia	6,940	19,416	20.9	29.6	128.8	159.4	17.7	30.3	93.7	19.5	27.7

Note: For data comparability and coverage, see the technical notes.

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		Total external debt (million $)		External debt as percentage of GNP		External debt as percentage of Exports of goods and services		Debt service as % of exports of goods and services		Ratio of present value to nominal value of debt (%)	Multilateral debt as % of total external debt	
		1980	1994	1980	1994	1980	1994	1980	1994	1994	1980	1994
73	Tunisia	3,526	9,254	41.6	60.8	98.5	122.1	15.2	18.8	85.9	12.3	37.9
74	Ukraine	..	5,430	..	6.6	..	37.7	..	2.0	92.4	..	4.1
75	Namibia	..	..	..	..	..	..	..	..	..	..	..
76	Peru	9,386	22,623	47.6	46.2	202.5	379.6	46.4	17.7	88.5	5.5	14.8
77	Belarus	..	1,272	..	6.3	..	45.9	..	4.3	74.4	..	13.6
78	Slovak Republic	670	4,067	5.6	33.2	..	45.3	..	9.3	91.9	0.0	12.5
79	Latvia	..	364	..	6.3	..	28.8	..	2.1	89.6	..	31.5
80	Costa Rica	2,744	3,843	59.7	47.8	229.3	116.4	29.6	15.0	88.1	16.4	53.6
81	Poland	8,894	42,160	16.3	46.2	55.5	195.0	18.1	14.3	79.3	0.0	4.6
82	Thailand	8,297	60,991	25.9	43.1	104.5	107.9	20.4	16.3	98.4	12.0	5.1
83	Turkey	19,131	66,332	34.3	51.4	336.2	217.1	28.2	33.4	85.8	11.2	14.0
84	Croatia	..	2,304	..	16.4	..	33.4	..	4.2	93.8	..	22.9
85	Panama	2,975	7,107	81.8	107.2	88.0	..	14.4	..	96.6	11.0	8.2
86	Russian Federation	4,477	94,232	..	25.4	..	161.1	..	6.3	92.2	0.0	1.7
87	Venezuela	29,345	36,850	42.1	65.6	146.6	209.7	30.2	21.0	90.2	0.7	8.5
88	Botswana	147	691	16.3	17.4	22.7	32.3	2.4	4.3	75.9	57.5	72.6
89	Estonia	..	186	..	4.1	..	..	..	..	90.3	..	35.2
90	*Iran, Islamic Rep.*	4,500	22,712	4.8	36.6	34.5	118.6	7.4	22.5	90.9	13.8	1.3
91	*Turkmenistan*	..	418	..	..	..	17.2	..	4.2	90.6	..	13.2
Upper-middle-income		..	..	..	..	..	..	..	..		..	..
92	Brazil	72,920	151,104	31.8	27.9	334.0	336.0	67.7	35.8	92.6	4.2	6.1
93	South Africa	..	..	..	..	..	..	..	..	..	..	..
94	Mauritius	467	1,355	41.6	40.3	82.1	68.1	9.2	7.3	86.5	16.6	19.2
95	Czech Republic	3,789	10,694	13.0	29.7	..	56.8	..	13.1	94.3	0.0	8.8
96	Malaysia	6,611	24,767	28.0	36.9	46.8	39.0	6.6	7.9	89.5	11.5	6.9
97	Chile	12,081	22,939	45.5	45.5	202.4	160.0	45.3	20.3	90.2	2.9	19.0
98	Trinidad and Tobago	829	2,218	14.0	50.3	26.4	104.1	7.3	31.6	93.9	8.6	18.4
99	Hungary	9,764	28,016	44.8	70.1	..	260.9	..	53.0	94.2	0.0	12.4
100	Gabon	1,514	3,967	39.3	122.5	63.0	165.1	18.0	10.5	89.8	2.7	11.4
101	Mexico	57,378	128,902	30.5	35.2	266.4	238.4	50.9	35.4	91.4	5.6	13.3
102	Uruguay	1,660	5,099	17.0	33.2	108.6	161.4	19.6	16.1	93.3	11.0	23.9
103	Oman	599	5,084	11.2	30.7	15.8	..	6.6	..	90.6	5.8	5.2
104	Slovenia	..	2,290	..	16.4	..	26.8	..	5.4	93.1	..	21.6
105	Saudi Arabia	..	..	..	..	..	..	..	..	..	..	..
106	Greece	..	..	..	..	..	..	..	..	..	..	..
107	Argentina	27,157	77,388	35.6	27.8	274.6	405.4	42.3	35.1	88.5	4.0	9.9
108	Korea, Rep.	29,480	54,542	47.9	15.3	134.5	48.1	20.3	7.0	91.2	8.0	5.7
Low- and middle-income		**647,308 t**	**1,921,450 t**	**26.5 w**	**37.6 w**	**88.3 w**	**162.8 w**	**13.2 w**	**16.6 w**		**7.6 w**	**14.6 w**
Sub-Saharan Africa		**84,049 t**	**212,416 t**	**30.6 w**	**78.7 w**	**90.9 w**	**265.7 w**	**9.7 w**	**14.0 w**		**9.0 w**	**23.9 w**
East Asia and Pacific		**94,307 t**	**421,329 t**	**21.5 w**	**30.9 w**	**93.6 w**	**93.3 w**	**13.4 w**	**12.0 w**		**8.3 w**	**12.5 w**
South Asia		**38,112 t**	**161,128 t**	**17.4 w**	**42.0 w**	**161.1 w**	**271.6 w**	**11.6 w**	**25.6 w**		**24.5 w**	**35.4 w**
Europe and Central Asia		**87,919 t**	**356,090 t**	**25.7 w**	**32.8 w**	**54.6 w**	**153.7 w**	**8.6 w**	**14.6 w**		**5.4 w**	**8.6 w**
Middle East and N. Africa		**84,257 t**	**207,669 t**	**18.6 w**	**41.7 w**	**36.8 w**	**148.5 w**	**5.0 w**	**15.4 w**		**6.7 w**	**10.1 w**
Latin America and Caribbean		**258,665 t**	**562,818 t**	**36.2 w**	**37.2 w**	**206.0 w**	**258.6 w**	**36.9 w**	**27.5 w**		**5.5 w**	**12.2 w**
High-income economies												
109	Portugal											
110	New Zealand											
111	Spain											
112	Ireland											
113	† Israel											
114	Australia											
115	United Kingdom											
116	Finland											
117	Italy											
118	† Kuwait											
119	Canada											
120	† Hong Kong											
121	Netherlands											
122	† Singapore											
123	Belgium											
124	France											
125	Sweden											
126	Austria											
127	Germany											
128	United States											
129	Norway											
130	Denmark											
131	Japan											
132	Switzerland											
133	† *United Arab Emirates*											
World												

a. Includes Eritrea.

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Table 1a. Basic indicators for other economies

		Population (thousands) mid-1994	Area (thousands of sq. km)	GNP per capita[a] Dollars 1994	GNP per capita[a] Avg. ann. growth (%) 1985–94	PPP estimates of GNP per capita[b] US=100 1987	PPP estimates of GNP per capita[b] US=100 1994	PPP estimates of GNP per capita[b] Current int'l $ 1994	Life expectancy at birth (years) 1994	Adult illiteracy (%) 1995
1	Afghanistan	22,789	652.09	c	..	..	..	..	44	69
2	American Samoa	55	0.20	d	..	..	..	..	..	..
3	Andorra	65	0.45	e	..	..	..	..	79	..
4	Angola	10,442	1,246.70	f	–6.8	..	..	..	47	..
5	Antigua and Barbuda	67	0.44	6,770	2.5	..	..	..	75	..
6	Aruba	77	0.19	e	..	..	..	..	75	..
7	Bahamas, The	272	13.88	11,800	–0.8	73.1	59.8	15,470[h]	73	2
8	Bahrain	557	0.68	7,460	–0.7	57.7	51.1	13,220[h]	72	15
9	Barbados	260	0.43	6,560	–0.0	48.0	43.3	11,210[h]	..	5
10	Belize	211	22.96	2,530	5.0	18.0	21.6	5,600[h]	69	..
11	Bermuda	63	0.05	e	–1.2	..	..	..	..	..
12	Bhutan	675	47.00	400	4.4	4.8	4.9	1,270[h]	..	58
13	Bosnia and Herzegovina	4,383	51.13	c	..	..	..	..	..	..
14	Brunei	280	5.77	14,240	..	..	..	..	75	12
15	Cambodia	9,951	181.04	e	..	..	..	..	52	..
16	Cape Verde	372	4.03	930	2.0	7.1	7.4	1,920[h]	65	28
17	Cayman Islands	33	0.26	e	..	..	..	..	77	..
18	Channel Islands	143	0.19	e	..	..	..	..	78	..
19	Comoros	485	2.23	510	–1.4	6.8	5.5	1,430[h]	55	43
20	Cuba	10,978	110.86	f	..	..	..	..	76	4
21	Cyprus	726	9.25	10,260	4.6	47.2	57.2	14,800[h]	77	..
22	Djibouti	603	23.20	c	..	..	..	..	49	54
23	Dominica	72	0.75	2,800	4.3	..	..	..	73	..
24	Equatorial Guinea	386	28.05	430	2.2	..	..	..	48	..
25	Eritrea	3,482	125.00	c	..	..	..	..	48	..
26	Faeroe Islands	45	1.40	e	..	..	..	..	77	..
27	Fiji	767	18.27	2,250	2.4	20.4	23.0	5,940[h]	72	8
28	French Guiana	141	90.00	d	..	..	..	..	73	..
29	French Polynesia	219	4.00	d	..	..	..	..	69	..
30	Greenland	55	341.70	e	..	..	..	..	66	..
31	Grenada	92	0.34	2,630	..	..	..	..	..	..
32	Guadeloupe	421	1.71	d	..	..	..	..	75	..
33	Guam	146	0.55	d	..	..	..	..	73	..
34	Guyana	826	214.97	530	0.4	8.8	10.6	2,750[h]	66	2
35	Iceland	266	103.00	24,630	0.3	86.4	74.2	19,210[h]	79	..
36	Iraq	20,356	438.32	f	..	..	..	..	67	42
37	Isle of Man	72	0.57	d	..	..	..	..	..	..
38	Kiribati	78	0.73	740	..	..	..	..	61	..
39	Korea, Dem. Rep.	23,448	120.54	f	..	..	..	..	70	..
40	Lebanon	3,930	10.40	f	..	..	..	..	69	8
41	Liberia	2,719	97.75	c	..	..	..	..	53	..
42	Libya	5,218	1,759.54	d	..	..	..	..	64	..
43	Liechtenstein	31	0.16	e	..	..	..	..	72	..
44	Luxembourg	404	3.00	39,600	1.2	143.1	138.6	35,860[h]	76	i
45	Macao	444	0.02	e	..	..	..	..	..	..
46	Maldives	246	0.30	950	7.7	..	..	..	62	7
47	Malta	368	0.32	d	5.1	..	..	..	77	..
48	Marshall Islands	54	0.20	f	..	..	..	..	63	..
49	Martinique	383	1.10	d	..	..	..	..	76	..
50	Mayotte	89	0.37	d	..	..	..	..	60	..
51	Micronesia, Fed. Sts.	104	0.70	f	..	..	..	..	65	..
52	Monaco	33	..	e	..	..	..	..	78	..
53	Netherlands Antilles	198	0.80	e	..	..	..	..	77	..
54	New Caledonia	187	18.58	d	..	..	..	..	72	..
55	Northern Mariana Islands	47	0.48	f	..	..	..	..	..	..
56	Puerto Rico	3,651	8.90	d	1.6	..	..	..	75	..
57	Qatar	610	11.00	12,820	–2.4	90.4	73.8	19,100[h]	72	21
58	Reunion	640	2.51	d	..	..	..	..	74	..
59	São Tomé and Principe	125	0.96	250	–2.1	..	..	..	68	..
60	Seychelles	72	0.45	6,680	4.8	..	..	..	72	21
61	Solomon Islands	365	28.90	810	2.2	8.2	8.1	2,100[h]	62	..
62	Somalia	8,775	637.66	c	–2.3	..	..	..	49	..
63	St. Kitts and Nevis	41	0.36	4,760	4.7	30.4	36.0	9,310[h]	69	..
64	St. Lucia	160	0.62	3,130	4.0	..	..	..	71	..
65	St. Vincent and the Grenadines	110	0.39	2,140	4.5	..	..	..	72	..
66	Sudan	27,364	2,505.81	c	–0.2	8.8	..	..	54	54
67	Suriname	407	163.27	860	1.8	13.8	9.5	2,470[h]	69	7
68	Swaziland	906	17.36	1,100	–1.2	14.0	11.6	3,010[j]	58	25
69	Syrian Arab Republic	13,844	185.18	f	–2.1	..	..	..	68	..
70	Tonga	101	0.75	1,590	0.3	..	..	..	69	..
71	Vanuatu	165	12.19	1,150	–0.3	9.3	9.2	2,370[h]	60	..
72	Virgin Islands (U.S.)	100	0.34	e	..	..	..	..	75	..
73	West Bank & Gaza	1,951	0.38	f	..	..	..	..	..	..
74	Western Samoa	164	2.84	1,000	–0.3	9.5	8.0	2,060[h]	69	..
75	Yugoslavia, Fed. Rep.	10,520	102.17	f	..	..	..	..	72	..
76	Zaire	42,540	2,344.86	c	–1.0	..	..	..	..	33

a. *Atlas* method; see the technical notes. b. Purchasing power parity; see the technical notes. c. Estimated to be low income ($725 or less). d. Estimated to be upper middle income ($2,896 to $8,955). e. Estimated to be high income ($8,956 or more). f. Estimated to be lower middle income ($726 to $2,895). g. Based on regression estimates. h. Extrapolated from 1993 ICP estimates. i. According to UNESCO, illiteracy is less than 5 percent. j. Extrapolated from 1985 ICP estimates.

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